

Annual Implementation Plan: for Improving Student Outcomes

School name: Hamlyn Banks PS

Year: 2017

School number: 4804

Based on School Strategic Plan: 2015-18

Endorsement:

Principal Daniel Vella December 2016

Senior Education Improvement Leader [name]

[date]

School council

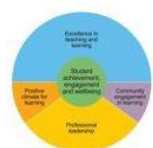
Section 1: The school's FISO Improvement Initiatives - summary

Report here the goals identified in the current School Strategic Plan and tick the FISO Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

SCHOOL STRATEGIC PLAN GOALS	FISO IMPROVEMENT PRIORITIES	FISO IMPROVEMENT INITIATIVES [Drafting note: Considering your SSP goals and 2016 performance data – chose one or two FISO improvement initiatives for focus in the 2017 year]	
<p>Achievement</p> <ul style="list-style-type: none"> Improve learning growth of all students in literacy Improve learning growth of all students in Mathematics <p>Engagement</p> <ul style="list-style-type: none"> Improve student and school community engagement in their learning. For students to move seamlessly through the year levels at HBPS For the broader community to understand Teaching and learning needs of the students at HBPS and contribute to student growth Increase the visibility and understanding of our school values <p>Wellbeing</p> <ul style="list-style-type: none"> Build on positive behaviours that contribute to all community members feeling safe and supported while at HBPS. To enhance the well-being of all students in our school through sustaining positive relationships and maximizing well-being Maximise student attendance <p>Productivity</p> <ul style="list-style-type: none"> That the school learns from its successes in mathematics and applies them to other areas of the curriculum. To ensure the effective allocation and use of resources to support the schools goals for learning engagement and wellbeing. For the communication between all community members to be respectful, purposeful and efficient. <p>[Drafting note: Considering your SSP goals and 2016 performance data – chose one or two FISO improvement initiatives for focus in the 2017 year]</p>	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

FISO IMPROVEMENT INITIATIVES RATIONALE:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for 2017. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.



Building Practice Excellence in Teaching and Learning: is a priority and linked directly to the NAPLAN growth data in writing – only 11% of matched cohort data in Naplan have experienced High growth, an 8% drop from the previous year. Low growth percentages have maintained similar levels to previous data. Teacher Judgement data has not reflected NAPLAN data in that the distribution of growth has been more positive high and middle growth than suggested in NAPLAN.

Added to this will be to further develop teacher ability to translate data compiled about student achievement into point of need instruction in the classroom. After analysis of NAPLAN and teacher judgement data it has been noted that our higher achieving students have generally experienced higher growth than our lower achieving students. This was unexpected considering the investment in intervention from both a HR and physical resource point of view. Conversations about this at a Leadership Team and PLT level along with student data tend to suggest that the general opinion of student achievement for students receiving intervention differs between staff delivering the intervention programs and some classroom teacher judgments. This was crosschecked using the SPA program and highlights a need to create more connection between the intervention program and classroom success.

There is also a need to address NAPLAN Spelling data with the exploration of evidenced based spelling approaches or programs to support teachers in improving student spelling at HBPS.

Curriculum Planning and Assessment: Will be an AIP focus to embed the implementation of the Victorian Curriculum and build teacher capacity to understand and deliver a guaranteed and viable curriculum that is provided by the Victorian Curriculum. As Professional Learning Community we need to focus on this work and make connections to our learnings in mathematics and the teaching of writing to the Vic Curriculum as writing is a clear focus of the Strategic plan that is being developed in 2017.

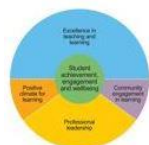
Work will also need to continue around engaging in the implementation of Mappen and its connections to the Victorian Curriculum as a model for Inquiry learning at the school.

As a school we have continued to build our capacity to assess formatively and need maintain this level of work. It has been agreed that further work on the impact of this data on instruction is inconsistent between classroom to classroom, teacher to teacher despite the opportunities presented in professional learning teams.

KEY IMPROVEMENT STRATEGIES (KIS)

List Key Improvement Strategies for implementation of the chosen FISO Improvement Initiative/s. This could include existing strategies as well as new ones identified through analysis of data, evaluation of impact, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

FISO IMPROVEMENT INITIATIVE	KEY IMPROVEMENT STRATEGIES(KIS)
Building practice excellence	<ul style="list-style-type: none"> • Build on best practice examples of using data (summative and formative) about individual students to plan for individual point of need teaching • Develop "evidenced based "strategies to effectively provide feedback to students about learning • Enhancing the PDP process to empower teachers to make connections between student progress data and their own PD plan • Build capacity in practice excellence with a continued focus on assessment and goal setting using the 6+1 Traits of writing. • Leadership team to develop and trial with the staff a Peer Coaching model that provides staff further opportunity to learn from each other.
Curriculum planning and assessment	<ul style="list-style-type: none"> • Ensure that the school is delivering a guaranteed and viable curriculum in Maths, Reading and Writing. • Further develop an understanding of the Victorian Curriculum English Learning Area with a focus on Language Conventions. • Further develop school based "Key Learning Documents" for the English Learning Area of the Victorian Curriculum – beginning with writing and Spelling. • Use "evidenced based "feedback strategies to inform teaching and assess student learning. • Build on a culture and expectation of connecting assessment of student learning and staff Performance and Development of.



Framework for Improving Student Outcomes

Published: September 2016



Section 2: FISO Improvement Initiative - detail

The table below is designed to plan for and monitor the FISO Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring.

Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> Improve learning growth of all students in literacy Improve learning growth of all students in Mathematics That the school learns from its successes in mathematics and applies them to other areas of the curriculum. To ensure the effective allocation and use of resources to support the schools goals for learning engagement and wellbeing. Improve student and school community engagement in their learning. For the broader community to understand Teaching and learning needs of the students at HBPS and contribute to student growth 																																			
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> • Build on best practice examples of using data (summative and formative) about individual students to plan for individual point of need teaching 	<ul style="list-style-type: none"> - Specific Data Analysis/Use of Data , PD included in whole staff PD Schedule. 	All Staff	Term 1	6 months: Elements of the Action Plan completed Professional Learning Schedule reflects PD Opportunities	● ● ●	Start and Mid-Year Teacher Survey/Self-Assessment demonstrates improved confidence in goal setting, conferencing and feedback Student Learning Confidence/Motivation Measures meet SSP targets Movement Patterns on Data Continuum reflect SSP targets		
	<ul style="list-style-type: none"> - PD focussed on goal setting in Reading Writing Maths and spelling. 	Curriculum Leader	Ongoing start term 1	Goal Setting Trial Strategy attempts documented during PLT sessions and PDP plans Publishing Whole School Model – Include in Staff Handbook and Induction Program Visibility of student goals in classrooms Quality of Parent Teacher Interview and further individualisation of reports.				
	<ul style="list-style-type: none"> - Develop an Action Plan for all teams to follow regarding Data to Inform Teaching learning, Feedback and Goal Setting PD 	Curriculum Day (External Provider) and PL Schedule	Early Term 1	Mid Cycle PDP Reflections indicate teacher implementation and learning				
	<ul style="list-style-type: none"> - Classroom Observations/Learning Walks/Instructional Rounds 	Leadership Team	Mid term 1/Ongoing					
	<ul style="list-style-type: none"> - Further develop the implementation of Fountas and Pinnell continuum. 	All Staff/Team Leaders	Ongoing	12 months: Elements of the Action Plan completed Professional Learning Schedule reflects PD Opportunities Goal Setting Trial Strategy attempts documented during PLT sessions and PDP plans including method of displaying and recording goals.	● ● ●	End of Year Teacher Survey/Self-Assessment shows that staff are more confident in assessment and goal setting Student Learning Confidence Measures Movement Patterns on Data Continuum to meet or exceed targets based on case study students data Parent Opinion – Related data Attitude to Schools related data Numerical Data – ATS Survey, Teacher Judgements , SPA data Analysis of Summative Assessment (Needs elaboration/Specific results)		
<ul style="list-style-type: none"> - Continue and improve the student Case Study model 	All Staff	Start of School Year	Visibility in classrooms End of Cycle PDP Reflections indicate teacher implementation and learning Case Study documentation/work program					
Develop "evidenced based "strategies to effectively provide feedback to students about learning	<ul style="list-style-type: none"> - Develop a whole school model for, recording, tracking and communicating student learning goals for spelling, Reading, Writing and Maths - Trial goal setting/Feedback strategies from PD opportunities and agenda discussion at PLTs regularly - Revisit/Refine Assessment Schedule 	Curriculum Leader	Ongoing	Implementation of strategies developed in all classrooms for all students Documentation completed and strategies implemented by staff. Access to and use of student data for curriculum planning improved and reflected in Teaching and Learning Data.		End of Year Teacher Survey/Self-Assessment shows that teachers improve feedback strategies when working with students. Student Learning Confidence Measures Movement Patterns on Data Continuum to meet or exceed targets Parent Opinion – Related data Attitude to Schools related data Numerical Data – ATS Survey, Teacher Judgements , SPA data Analysis of Summative Assessment (Needs elaboration/Specific results)		
Leadership team to develop and trial with the staff a Peer Coaching model that provides staff further opportunity to learn from each other.	<ul style="list-style-type: none"> Explore Peer Coaching Model professional reading, PD, School visits to inform best practice. Leadership Team/Teacher PDP Present findings to staff Develop and document model. Implementation Trial 	Leadership Team	Term 1	6 months: Leadership Team /Teacher PDP Documents refer to coaching model Leadership Meeting Agenda to enable time for PL opportunities, Reading, Reflection and minutes. Preferred Model documented after consultation at whole staff level. Frequency of participation in focussed observation sessions documented by the Curriculum Leader	● ● ●	Staff demonstrating 50 % participation for 2017 Staff Survey Collective Efficacy data improved results		
		Leadership Team	Term 1					
		Leadership Team	Early Term 2					
		Leadership Team	During Term 2					



	Evaluation Phase	Whole Staff	During Term 3 Term 4	12 months: Frequency of participation in focussed observation sessions documented by the Curriculum Leader Staff Opinion Data - related to prof interaction/pd/mentoring.....(Be more Specific than what I've written include numerical targets),	● ● ●	Staff demonstrating 100% participation and can highlight improvement to teaching through PDP Staff Opinion Data - related to prof interaction/pd/mentoring.....(Be more Specific than what I've written include numerical targets),		
Build capacity in practice excellence with a continued focus on assessment and goal setting using the 6+1 Traits of writing.	Seek advice from SEIL/Network Colleagues in highlighting potential COP partners.	Principal	Term 1	6 months:	● ● ●	Teacher judgement data indicates.....		
	Initial COP get together with colleagues (Prin Class from Each School) Action Planning Session Implement COP Action Plan	Prin Class/LT Leadership Team	MID T1 End T1/ Start T2	Elements of Action Plan tracked, completed and checked at Leadership level Evidence of teacher capacity to assess and develop goals for writing highlighted through PDP discussions, PLT Discussions, Work Programs. COP Self Evaluation Tool		PDP Plans PLT minutes COP Self-Assessment Data to show progression.		
	Complete COP Self Evaluation Tool Visit other schools	COP members	Term 1 Start T2	12 months: Elements of Action Plan completed Evidence of teacher capacity to assess and develop goals for writing through PDP discussions, PLT Discussions, Work Programs. Complete COP Self Evaluation compare baseline data	● ● ●	COP Self-Assessment Data to show progression. Teacher judgement data writing indicates achievement of SSP Targets Moderated Assessment task pre and post test data indicates improvement in writing as per SSP targets		
Enhancing the PDP process to empower teachers to make connections between student progress data and their own PD plan	Share Principal Class PDP highlighting link to AIP goals.	Principal	Term 1	6 months:	● ● ●	Staff PDP Plans reflect AIP and Leadership PDP		
	PD focussed on PDPs modelling how to construct PDP goals based on student data presented in SPA /Data Continuum Ongoing Coaching individually and teams through PLTs	AP/Curric LT Curriculum Leader	T1 T3	Mid Cycle PDP Discussions/document reflects learning from PD Audit 12 months: End of Cycle PDP Discussions/document reflects learning from PD and Mid Cycle goals	● ● ● ● ● ●	PDPs directly state targets for student improvement Staff Opinion Survey data improvements related to professional learning.		



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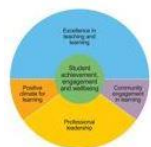
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ILP Students- All students on ILPs to achieve goals.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> Ensure that the school is delivering a guaranteed and viable curriculum in Maths, Reading and Writing. 	<p>Explore Guaranteed and Viable Curriculum (GVC) section of the High Reliability Schools Model as a Leadership Team and Staff complete audit and develop Action Plan for Writing and Spelling</p> <p>Revisit unit planning templates that reflect the agreed teaching and learning sequence for "Inquiry Units" considering the requirements of the Victorian Curriculum</p> <p>Further develop the "sequencing guides" /"Scope and Sequence" as per those developed in mathematics for other areas of the Victorian Curriculum – beginning with writing.</p> <p>Implementation of a whole school spelling program</p> <p>Continue 6+1 Traits PD</p> <p>Develop Policy around inquiry learning at HBPS</p>	<p>Principal</p> <p>All Staff</p> <p>All Staff</p>		<p>6 months: High Reliability GVC audit/self-evaluation completed and Action Plan in Place</p> <p>Unit delivery schedule and planning documents completed, published in line with Vic Curriculum by teaching teams</p> <p>Draft documentation for teaching writing and spelling completed and reviewed for final publication.</p> <p>Policy approved at School Council</p>	<p>● ● ●</p>	<p>GVC self-evaluation data demonstrates implementation of GVC at a high level</p> <p>Improved Teaching and learning data in spelling and writing</p>		
				<p>12 months: Writing Sequencing Guide used to plan semester 2 program P-6</p> <p>New Unit Planning templates successfully used to plan semester 2 Inquiry units of work and documented in Google Drive</p> <p>Semester planning documents and work programs for writing are matched to teaching and Learning Guides</p> <p>Consistent approach to teaching spelling embedded.</p>	<p>● ● ●</p>	<p>GVC self-evaluation data demonstrates improvement against criteria</p> <p>Staff Survey data related to academic emphasis</p> <p>Parent data related to learning focus and motivation</p> <p>Attitude to School Data linked to teaching and learning</p>		
<ul style="list-style-type: none"> Further develop an understanding of the Victorian Curriculum English Learning Area with a focus on Language Conventions. Further develop school based "Key Learning Documents" for the English Learning Area of the Victorian Curriculum – beginning with writing and Spelling. 	<p>Incorporate Vic Curriculum Exploration at PLT and school based PD level.</p> <p>Generate opportunities like " planning days/session" beyond PLT time to plan curriculum in teams to reflect the Victorian Curriculum lead by the school based Curriculum Leading Teacher.</p>	<p>AP</p> <p>Leadership Team</p>		<p>6 months: Vic Curriculum discussion/implementation evidenced in PLT minutes and Prof Learning Schedule</p> <p>Mid Cycle PDP discussions with teachers reflect learning and implementation</p> <p>Semester 2 Planning Documentation reflects Vic Curric requirements</p>	<p>● ● ●</p>	<p>Sequencing Guides used in curriculum planning.</p> <p>Vic Curriculum referred to in Work Programs and other planning documentation</p>		
					<p>12 months: Staff Opinion Survey data related to Prof Learning, Focus on Curriculum shows improvement</p> <p>End Cycle PDP discussions with teachers reflect learning and implementation</p>	<p>● ● ●</p>	<p>Staff Survey data related to academic emphasis</p> <p>Parent data related to learning focus and motivation</p> <p>Attitude to School Data linked to teaching and learning</p>	
<p>Build on a culture and expectation of connecting assessment of student learning and staff</p>	<p>Use school resources to maximise and prioritise time to enable teams to scrutinise their impact on student learning using data and external expertise.</p>	<p>Principal/Leadership Team</p>		<p>6 months: Mid Cycle PDP discussions with teachers reflect improved connections between Assessment information and planning based on student data presented in SPA/Data Continuum</p>	<p>● ● ●</p>	<p>Qualitative analysis of PDP plans during Mid Cycle Review</p>		



Performance and Development	Data discussions maintained as a priority at PLT and Leadership Team Level	All Staff		Prof Learning Schedule including coaching highlights opportunities to further develop data literacy across all levels of the school.		Mid Year Teacher Judgement Data indicates that student growth is on track to meet SSP targets.		
	Leadership Team PD with external consultant related to data literacy.	Principal		Analysis of Pivot Survey Data		SPA Data reflects expected improvements		
Use "evidenced based" feedback strategies to inform teaching and assess student learning.	Develop "evidenced based" strategies to effectively provide feedback to students about learning.	All Staff		12 months: End Cycle PDP discussions with teachers reflect improved connections between Assessment information and planning based on student data presented in SPA/data continuum	● ● ●	Qualitative analysis of PDP plans during End of Cycle Review		
	Evaluate/Self Assess teacher practice against standard 3 of AITSL Continuum to develop PDP goals for staff. Particular focus on 3.1 and 3.2	All Staff		Analysis of Pivot Survey Data		SPA Data reflects expected improvements		
Use "evidenced based" feedback strategies to inform teaching and assess student learning.	Survey students about Feedback received from their teacher.	All Staff		6 months: Investigation and Documentation of Feedback Strategies developed through PL	● ● ●			
	'PD in strategies used to provide feedback	Curriculum Leader		Action plan to respond to data from student and self-assessment feedback created for each team completed.				
Use Conferencing notes and rubrics to provide feedback	Use Conferencing notes and rubrics to provide feedback	All Staff		Goal Setting documentation at student level				
	Introduction of Pivot Surveys for trial group (Volunteers) of teachers and students.	Principal		Work Program and or Crosscheck documentation highlighting student goals				
Self Reflection Tools	Self Reflection Tools			Analysis of Pivot Survey Data				
				12 months: Student survey/ self-evaluation results related to feedback	● ● ●	Student Survey data suggests improvements in learning confidence and teacher effectiveness		
				Work Program Documentation highlighting improved access to feedback for students		NAPLAN growth and Teacher Judgement Data indicates improvement in growth for Reading Writing and Maths		
				Agreed models for recording				
				Analysis of Pivot Survey Data				



Section 3: Other FISO Dimensions

This section is for documenting FISO dimensions that schools may be focusing on, in addition to the one or two chosen priority initiatives.

Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. On Demand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			



Section 4: School Self-Evaluation

For the chosen FISO initiatives and dimensions, evaluate against the Continua of Practice and document evidence and analysis.

For other FISO dimensions include an assessment of the school's status against the continua to assist with the development of the 2018 AIP.

[Drafting Note School self-evaluation section enables schools to continuously collect, monitor and analyse school data about school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The School self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

