

Annual Implementation Plan: for Improving Student Outcomes

School name: Viewbank Primary School
School number: 4892

Year: 2017
Based on strategic plan: 2017-2020

Endorsement:

Principal: Bill Kersing March 16, 2017

Senior Education Improvement Leader: Silvana Sena [date]

School council: Duncan Baulch March 16, 2017

Section 1: The school’s Improvement Priorities and Initiatives

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none">❖ To articulate Viewbank Primary School's improvement strategy in terms of the priorities and initiatives of FISO and to communicate this strategy to staff, parents, students and the local community.❖ To build authentic student voice in learning and leadership, resulting in enhanced student learning outcomes and student engagement.❖ To develop the teaching and learning capacity of teachers across the school with a focus on:<ul style="list-style-type: none">Literacy and numeracy;Curiosity, creativity and critical thinking;Inquiry learning;Student engagement in learning.	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	

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 this year. 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.

If all stake-holders have a strong understanding of the school’s improvement strategy in terms of statewide priorities and initiatives, then this will result in improved consistency of practice, collective understanding of the school's direction and consequently, student learning outcomes.

We believe there is a need in the school to improve student learning outcomes, student wellbeing and student connectedness to school. If greater opportunities to develop student voice are implemented, students will have an authentic voice in learning, leadership and the community and, as a result, learning confidence and independence, life-long learning and collective responsibility will increase.

If teacher capacity is improved by developing and consistently implementing the teaching strategies of the Curiosity and Powerful Learning initiative school wide then student learning will be enhanced through deeper understanding and increased student engagement with their learning. Student learning outcomes will necessarily improve.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, 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.

Improvement initiative:	Key improvement strategies (KIS)
Building Practice Excellence	<ul style="list-style-type: none">• Audit the current practice of the school in terms of FISO;• Use the FISO Continua document to map the school's progress against each of the FISO priorities and initiatives;• Develop a Viewbank Primary School FISO visual which shows how strategies at Viewbank Primary School fit within FISO;• Consult with staff about their understanding of FISO and the school's improvement strategy and increase awareness of each person's role in the improvement strategy.• Continuation of the literacy and numeracy strategies from the previous Strategic Plan, focusing on activities that build teacher capacity to provide engaging classrooms for students;• Development of a framework of professional learning focusing on:<ul style="list-style-type: none">❖ Literacy and Numeracy;❖ Curiosity, creativity and critical thinking;❖ Inquiry learning;Encompassed in a continued commitment to the 'Curiosity and Powerful Learning' initiative of the Banyule-Darebin Network's Community of Practice.• Further development and enhancement of the current instructional model, focusing on all areas of the model, including:<ul style="list-style-type: none">❖ The process of teaching and learning and how it works best for students;❖ Learning intentions;❖ Team planning;❖ Peer observation;❖ Differentiation;❖ Success criteria;❖ Moderation.
Empowering students and building school pride	<ul style="list-style-type: none">• Gathering baseline data regarding the understanding of Student Voice;• Implementation of student feedback procedures using the FISO Continua document as a guide;• Conducting regular focus groups for students to ensure an accurate understanding of student perceptions of the school;• Involvement of year 3 and 4 students in a local Student Attitudes to School Survey, in order to assess their perceptions and to educate and prepare students for the formal SATS survey in year 5 and 6;



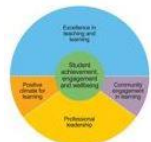
Framework for Improving Student Outcomes



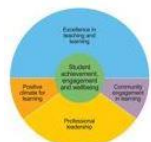
Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each 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. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please not that, in the 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.

STRATEGIC PLAN GOALS		<p>To articulate Viewbank Primary School's improvement strategy in terms of the priorities and initiatives of FISO and to communicate this strategy to staff, parents, students and the local community.</p> <p>To develop the teaching and learning capacity of teachers across the school with a focus on:</p> <ul style="list-style-type: none"> Literacy and numeracy; Curiosity, creativity and critical thinking; Inquiry learning; Student engagement in learning. 						
IMPROVEMENT INITIATIVE		Building Practice Excellence						
STRATEGIC PLAN TARGETS		<p>Documentation relating to the school's improvement strategy in relation to FISO is fully developed;</p> <p>The FISO Continua document is completed annually and shows continual improvement of the school's maturity in relation to FISO.</p> <p>Improved outcomes each year in all areas of English and Mathematics, based on:</p> <ul style="list-style-type: none"> NAPLAN raw scores increasing over the Strategic Plan period; NAPLAN low growth being less than 25% in all areas of NAPLAN by 2019; NAPLAN high growth being greater than 25% in all areas of NAPLAN by 2019; Teacher judgments data showing continual improvement and 25% of students at each year level achieving an A or B by 2019; Teacher judgments in Science improve continually at year 4, 5 and 6 and 20% of students at each year level achieve an A or B result by 2019; Student Attitudes to School Survey results for Stimulating Learning and Teacher Effectiveness improve each year and reach the third quartile by 2019. 						
12 MONTH TARGETS		<p>NAPLAN raw scores increasing over the 2017 year;</p> <p>NAPLAN low growth being less than 30% in all areas of NAPLAN in 2017;</p> <p>NAPLAN high growth being greater than 20% in all areas of NAPLAN in 2017;</p> <p>Teacher judgments data showing continual improvement and 15% of students at each year level achieving an A or B in 2017;</p> <p>Teacher judgments in Science improve in 2017 at year 4, 5 and 6 and 10% of students at each year level achieve an A or B result in 2017;</p> <p>Student Attitudes to School Survey results for Stimulating Learning and Teacher Effectiveness improve each year and reach the second quartile in 2017.</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note] report here the KIS from the previous summary page]	[Drafting Note] report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note] report here the person responsible]	[Drafting Note] report here the timeframe for completion]	6 months: [Drafting Note] report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note] report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Audit the current practice of the school in terms of FISO;	Establish baseline data – where we are at. Utilize Regional Staff (E.I.L.s) to provide FISO P.D.	Leadership team	6 months	6 months: Present audit findings to staff and School Council Staff link FISO to PDP	● ● ●			
				12 months: FISO Continua document demonstrates growth across levels	● ● ●			
Use the FISO Continua document to map the school's progress against each of the FISO priorities and initiatives;	Complete FISO Continua document in teams, Terms 1 and 4 to assess progress against FISO initiatives. Document Action Plan to move to next level on continuum. Develop a Viewbank Primary School FISO visual which shows how strategies at Viewbank Primary School fit within FISO	Leadership team	Terms 1 and 4	6 months: FISO baseline data collected. Summarise results, share and display. FISO visual developed and communicated	● ● ●			
				12 months: FISO Continua demonstrates growth across levels FISO Visual reviewed and updated	● ● ●			
				12 months: FISO Visual reviewed and updated	● ● ●			



Consult with staff about their understanding of FISO and the school's improvement strategy and increase awareness of each person's role in the improvement strategy.	Staff PD on FISO and Curiosity and Powerful learning as an improvement strategy Employ consultant, Wayne Craig, to deliver PD to staff on CPL and Theories of Action – Twilight Forums, Curriculum days with CoP partners. Display SSP goals prominently. PDPs to reflect improvement strategies.	Team leader Teaching Teams Leadership Team	Ongoing	6 months: Staff Roles and responsibilities booklet developed. FISO strategies incorporated in PDPs	● ● ●			
				12 months: Successful PDP process for all staff Staff can articulate links between FISO, SSP, AIP and PDP	● ● ●			
Continuation of the literacy and numeracy strategies from the previous Strategic Plan, focusing on activities that build teacher capacity to provide engaging classrooms for students;	Employ consultants (Cheryl Lacey) to lead professional learning, and coach staff in Spelling (Words Their Way), Writing (VCOP) and Numeracy (Ymer Strategies). Modelling and Coaching. Refine and define Peer Observation Model	Team leader Teaching Teams Leadership Team	Ongoing	6 months: Continued improvement in NAPLAN Writing, Spelling and Numeracy	● ● ●			
				12 months: Evidence of coaching, modelling, Peer Observation. Increased variable scores on Attitudes to School survey	● ● ●			
Development of a framework of professional learning focusing on: <ul style="list-style-type: none"> Literacy and Numeracy; Curiosity, creativity and critical thinking; Inquiry learning; Encompassed in a continued commitment to the 'Curiosity and Powerful Learning' initiative of the Banyule-Darebin Network's Community of Practice.	Employ consultants (Jenni Wilson?) to lead professional learning, and coach staff in implementing an authentic Inquiry approach to teaching and learning. Continue commitment to Curiosity and Powerful Learning Initiative focussing on Higher Order Questioning, Cooperative Groups and Inquiry within our CoP. Staff participate in, and reflect on, mini-network PD opportunities	Team leader Teaching Teams Leadership Team	Ongoing	6 months: PD Schedules indicate professional learning	● ● ●			
				12 months: Inquiry model can be articulated and planning documents developed for implementation in 2018.	● ● ●			
Further development and enhancement of the current instructional model, focusing on all areas of the model.	Continue focus on learning intention, success criteria as part of continued engagement in CPL. Understand, implement and review Victorian Curriculum including capabilities and cross curricula priorities. Continue to develop and implement whole school planning documents, team planning and moderation Further development of differentiation, catering for high achievers	Team leader Teaching Teams Leadership Team	Ongoing	6 months: Learning Intents and success criteria prominently displayed in all learning areas. Victorian Curriculum cross referenced in all planning documents.	● ● ●			
				12 months: As above. Evidence of whole school planning documents, team planning and moderation. Extension programs developed and implemented. Evidence of differentiation within classrooms.	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To build authentic student voice in learning and leadership, resulting in enhanced student learning outcomes and student engagement.						
IMPROVEMENT INITIATIVE		Empowering students and building school pride						
STRATEGIC PLAN TARGETS		a) Viewbank Primary School Student Voice Strategy is developed and implemented at all year levels and involves all teachers and students; b) Continual annual improvement in the: <ul style="list-style-type: none"> Student Attitudes to School Survey using the 2016 outcomes as a baseline. 						
12 MONTH TARGETS		c) Viewbank Primary School Student Voice Strategy is developed, documented, communicated and implemented at all year levels and involves all teachers and students; d) 2017 improvement in the Student Attitudes to School Survey using these 2016 percentile outcomes as a baseline (Aggregated Grade 5 and 6) - Classroom Behaviour 28.7, Connectedness to Peers 37.5, Student Safety 17.6, Student Distress 30.1, Student Morale 32.5, Learning Confidence 47.3, School Connectedness 29.5, Stimulating Learning 18.1, Student Motivation 32.1, Teacher Effectiveness 21.8, Teacher Empathy 15.7						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note] report here the KIS from the previous summary page]	[Drafting Note] report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note] report here the person responsible]	[Drafting Note] report here the timeframe for completion]	6 months: [Drafting Note] report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note] report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Gathering baseline data regarding the understanding of Student Voice;	Survey staff and students to gauge understandings of what student voice is	Assistant Principal	End of Semester 1	6 months: Baseline data gathered, documented and reported to staff and School Council	● ● ●			
				12 months: As above Readminister survey to gauge developing understandings	● ● ●			
Implementation of student feedback procedures using the FISO Continua document as a guide;	Plotting where school is at on FISO Continua Developing and implementing action plan to move our school on this continua towards excelling Expand student leadership group and development opportunities Reinstate and reinvigorate House System	Assistant Principal Grade 6 teacher PE Teacher	End of Semester 2	6 months: Action Plan developed	● ● ●			
				12 months: FISO Continua demonstrates growth across all levels	● ● ●			
Conducting regular focus groups for students to ensure an accurate understanding of student perceptions of the school;	Develop focus group questions Principal to conduct weekly focus groups of six students (35 x 6 = 210 students) Notes of meetings recorded and shared with staff Action plans developed Feedback on Fresh Start program	Principal Assistant Principal	Throughout school year Term 1	6 months: Documented Focus group questions Documented focus group responses Record of attendees Findings summarised and shared with staff and School Council	● ● ●			
				12 months: As above Action Plans developed and implemented.	● ● ●			
Involvement of year 3 and 4 students in a local Student Attitudes to School Survey, in order to assess their perceptions and to educate and prepare students for the formal SATS survey in year 5 and 6;	Develop our own Student Survey Administer and score Establish baseline data as a consequence Share results with students (3/4 and 5/6)	Principal Grade 3 and 4 Team Leaders	End of Semester 1	6 months: Survey developed and scored. Results analysed.	● ● ●			
				12 months: As above Survey modified/enhanced as appropriate.	● ● ●			



Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of 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 Annual 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	Yes	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]				
Considerations for 2018:				

