

Annual Implementation Plan: for Improving Student Outcomes

School name: Mulgrave Primary School

Year: 2017

School number: 2172

Based on strategic plan: 2014-17

Endorsement:

Principal Charles Spicer 21.2.17

Senior Education Improvement Leader Allen McAuliffe

20.3.2017

School council Karen Stach 21.2.17

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
<ul style="list-style-type: none"> To improve student achievement across the whole curriculum, particularly in English and Mathematics, ensuring that all students across all ability levels have the opportunity to reach their individual potentials. To develop highly motivated, inspired and engaged students who are excited about learning and strive to achieve their personal best. To continue the ongoing development of the school as a vibrant learning community involving strong partnerships between the school, students, parents and the broader community. To support high levels of student wellbeing and resilience and implement programs which improve student connectedness to peers and to the school. To improve the allocation and performance of resources (human, financial, space and materials) to meet the priorities identified in the 2014 – 2017 SSP, maximising achievement, engagement and wellbeing outcomes for all students.

Improvement Priorities	Improvement Initiatives	✓
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.

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	<p>KIS 1 Enhance teacher practice through the development of an agreed, school-wide, consistently implemented instructional model characterised by -</p> <ul style="list-style-type: none"> ❖ high expectations for all students ❖ purposeful teaching ❖ explicit learning intentions ❖ differentiated curriculum <p>KIS 2 Embed a rigorous system of data collection and analysis characterised by –</p> <ul style="list-style-type: none"> ❖ evidence being used to monitor and track the improvements and progress of individual students and cohorts of students ❖ team capacity to effectively moderate to achieve more consistent judgements <p>KIS 3 Strengthen whole school performance and learning culture characterised by –</p> <ul style="list-style-type: none"> ❖ high levels of collective efficiency and effectiveness ❖ high levels of optimism ❖ high expectations for all ❖ high levels of success



<p>Empowering students and building school pride</p>	<p>KIS 1 Develop a map of teaching and learning strategies that cognitively engage students and foster good learning behaviours, ensuring that these behaviours are practised across the whole school.</p> <p>KIS 2 Plan for more personalised learning that reflects –</p> <ul style="list-style-type: none"> ❖ higher levels of student decision making ❖ all students more consistently being involved in establishing meaningful learning goals, reflective practices, self and peer assessment practices ❖ students being more responsible for their own learning <p>KIS 3 Further develop an innovative ICT environment to enhance learning, motivation, engagement and communication.</p> <p>KIS 4 Adopt strategies to strengthen the three way education partnership and enhance links with the broader community.</p>
--	---

DRAFT



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 note 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	To improve student achievement across the whole curriculum, particularly in English and Mathematics, ensuring that all students across all ability levels have the opportunity to reach their individual potentials.
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	<p>Naplan Reading- Year 3 to improve from 423.9 in 2013 to 435 in 2017 429.1 Year 5 to improve from 507.2 in 2013 to 520 in 2017 522.6</p> <p>Naplan Grammar and Punctuation - Year 3 to improve from 431.6 in 2013 to 440 in 2017 442.0 Year 5 to improve from 513.6 in 2013 to 518 in 2017 518.9</p> <p>Naplan Numeracy - Year 3 to improve from 432.9 in 2013 to 437 in 2017 414.9 Year 5 to improve from 495.5 in 2013 to 518 in 2017 524.4</p> <p>Naplan Relative Growth – To reduce the number of students in the low category to be no more than 15% across all domains by 2017 (Review)</p> <p>AusVELS – At least 25% of students in Years F-6 will achieve above the expected AusVELS standard (A or B) in English and Mathematics domains by 2017. (2015 Met Target)</p> <p>Attitudes To School Survey – Year 5 - Learning Confidence to improve from 3.93 in 2013 to at least 4.05 by 2017 (2016 4.11) Year 6 – School Connectedness to improve from 4.44 in 2013 to at least 4.6 by 2017 (2016 4.39)</p> <p>Parent Opinion Survey – Learning Focus to improve from 5.73 in 2013 to 5.9 in 2017 (2016 5.72)</p>
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p>Naplan Reading- Year 3 to improve from 423.9 in 2013 to 435 in 2017 429.1</p> <p>Naplan Numeracy - Year 3 to improve from 432.9 in 2013 to 437 in 2017 414.9</p> <p>Attitudes To School Survey – Year 6 – School Connectedness to improve from 4.44 in 2013 to at least 4.6 by 2017 (2016 4.39)</p> <p>Parent Opinion Survey – Learning Focus to improve from 5.73 in 2013 to 5.9 in 2017 (2016 5.72)</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 what the school will do and how - 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] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
KIS 1 Enhance teacher practice through the development of an agreed, school-wide, consistently implemented instructional model characterised by - <ul style="list-style-type: none"> ❖ high expectations for all students ❖ explicit learning intentions ❖ purposeful teaching ❖ differentiated curriculum 	<ul style="list-style-type: none"> ❖ Numeracy Explore Ongoing PD options for 2017 with a focus on consistent practice ❖ LI's on display every day for reading, writing and numeracy 	Principal AP & LT	Ongoing in 2017	6 months: <ul style="list-style-type: none"> • LI's on display in each room and reflective of class planning. • PD plan for T2-4 developed and documented. 	● ● ●			
		All Teachers	Daily	12 months: <ul style="list-style-type: none"> • PD sets platform for ongoing numeracy program in 2018 that reflects instructional model. 	● ● ●			
KIS 2 Embed a rigorous system of data collection and analysis characterised by – <ul style="list-style-type: none"> ❖ evidence being used to monitor and track the improvements and progress of individual students and cohorts of students ❖ team capacity to effectively moderate to achieve more consistent judgements 	<ul style="list-style-type: none"> ❖ Further develop Accelerus and build reporting package. ❖ PD staff on data in Accelerus ❖ Build a data wall for accountability and ready reference for staff ❖ Timetable meetings for staff to analyse student data ❖ Introduce & embed Fountas & Pinnell benchmarking (Jess to attend and lead PD) ❖ Whole school moderated tasks (numeracy & writing) 	AP	End 2017	6 months: <ul style="list-style-type: none"> • All staff to complete a minimum of 2 PD sessions on Accelerus • All staff to be uploading data to Accelerus • Meetings Timetabled for staff to analyse data • Fountas & Pinnell PD completed • All staff using F&P benchmarking and recording mid year data 	● ● ●			
		AP Teachers	T1, 2 & 3 T2	12 months: <ul style="list-style-type: none"> • Data wall on display in staff location, but secure from visiting parents for privacy • Whole (and possibly inter) school moderated tasks completed and embedded practice 	● ● ●			
		Principal	Termly	LT	T2			
KIS 3 Strengthen whole school performance and learning culture characterised by – <ul style="list-style-type: none"> ❖ high levels of collective efficiency and effectiveness ❖ high levels of optimism ❖ high expectations for all ❖ high levels of success 	<ul style="list-style-type: none"> ❖ Shared approaches Leadership team to support a feedback process to embed consistent whole practice in numeracy ❖ Driving high expectations through targeted teaching and the use of data sets 	Principal AP, LT & Teachers	T3	6 months: <ul style="list-style-type: none"> • Principal to model feedback in every classroom • Team leaders to coordinate feedback process via PLT's with a focus on VCOP Big Write 	● ● ●			
		Principal, AP & Teachers	T2	12 months: <ul style="list-style-type: none"> • Shared approaches to VCOP Big Write reflects embedded practice in every class (collective efficacy) 	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To develop highly motivated, inspired and engaged students who are excited about learning and strive to achieve their personal best.
IMPROVEMENT INITIATIVE	Empowering students and building school pride
STRATEGIC PLAN TARGETS	<p>Attendance To reduce the average number of days absent per student P-6 to be at 12 days or less by 2017 (12.95 in 2015)</p> <p>Attitudes To School Survey Year 5-6 -Classroom Behaviour to improve from 3.61 in 2013 to at least 3.8 by 2017 (2016 3.46) Student Safety to improve from 4.42 in 2013 to at least 4.6 in 2017 (2016 4.53)</p> <p>Parent Opinion Survey Student Motivation to improve from 5.80 in 2013 to 6.0 in 2017 (2016 5.73) School Connectedness to continue to be rated high by parents. To maintain school mean of 5.91 or above until 2017 (2016 5.99)</p> <p>Personalised Learning Plans By 2017, all students will be on a personalised learning plan.</p>
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p>Attendance To reduce the average number of days absent per student P-6 to be at 12 days or less by 2017 (12.95 in 2015)</p> <p>Attitudes To School Survey Year 5-6 -Classroom Behaviour to improve from 3.61 in 2013 to at least 3.8 by 2017 (2016 3.46) Student Safety to improve from 4.42 in 2013 to at least 4.6 in 2017 (2016 4.53)</p> <p>Parent Opinion Survey Student Motivation to improve from 5.80 in 2013 to 6.0 in 2017 (2016 5.73) School Connectedness to continue to be rated high by parents. To maintain school mean of 5.91 or above until 2017 (2016 5.99)</p> <p>Personalised Learning Plans By 2017, all students will be on a personalised learning plan.</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 what the school will do and how - 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] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Develop a map of teaching and learning strategies that cognitively engage students and foster good learning behaviours, ensuring that these behaviours are practised across the whole school.	❖ Review the MPS Instructional Model and compare and contrast with the work of GWSC and Hattie's "Activator Model" to inform the next 4 year strategic plan.	Principal	Term 3	6 months: • Model reviewed term 2 as part of School Self-Evaluation 12 months:	● ● ●			
Plan for more personalised learning that reflects – ❖ higher levels of student decision making ❖ students being more responsible for their own learning ❖ all students more consistently being involved in establishing meaningful learning goals, reflective practices, self and peer assessment practices	❖ Develop ILP's for each student that is 12 months ahead or 6 months behind the expected level ❖ Student input – conferencing/feedback Develop self –reporting components for assessed portfolio tasks ❖ Student goal setting Provide consistent opportunities for students to set termly goals in literacy, numeracy, personal development and a student choice area ❖ Digital Portfolio Begin to move towards a completely digital student portfolio	Teachers JSC, Teachers Teachers, All students TBC?	Term 2 Term 3 Term 3 Term 4	6 months: • ILP's completed by Week 6 Term 1 • Investigate whole school template • Begin investigation into digital portfolios via networking with schools already using this process. 12 months: • Trail student goal setting in T3 portfolios – goal setting used as a key activity to begin each term • Self-reporting tasks are trialled in collaboration with input from JSC.	● ● ● ● ● ●			
Further develop an innovative ICT environment to enhance learning, motivation, engagement and communication.	❖ Explore extension & intervention opportunities (e.g. Robotics, Lego, Game design). ❖ Develop STEM Programs ❖ Digital science program ❖ Digital literacy – Staff PD ❖ Resourcing – create kits, test equipment	STEM Teacher STEM Teacher Ext. Provider: Joel Parsons JSC	Term 2 Term 1 When available Term 2	6 months: • Complete stocktake of existing school resources in T2 • Enhance resources through Science budget (after identifying needs) 12 months: • Science specialist to shadow best practice programs at other schools • Deliver appropriate PD to STEM teacher/staff by T4	● ● ● ● ● ●			
Adopt strategies to strengthen the three way education partnership and enhance links with the broader community.	❖ Prioritise conversations over one way information flow ❖ Refine PTS Conference process.	All Teachers Principal	Term 2 Term 2	6 months: • Introduce 3 way conference at midyear interviews 12 months: • Review midyear process, refine and document for 2018	● ● ● ● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<p>To continue the ongoing development of the school as a vibrant learning community involving strong partnerships between the school, students, parents and the broader community.</p> <p>To support high levels of student wellbeing and resilience and implement programs which improve student connectedness to peers and to the school.</p> <p>To improve the allocation and performance of resources (human, financial, space and materials) to meet the priorities identified in the 2014 – 2017 SSP, maximising achievement, engagement and wellbeing outcomes for all students.</p>
OTHER IMPROVEMENT MODEL DIMENSIONS	<p>Positive climate for learning Community engagement in learning</p>
STRATEGIC PLAN TARGETS	<p>Attitudes To School Survey Year 5-6 Student Distress to improve from 5.89 in 2013 to at least 6.0 in 2017</p> <p>Parent Opinion Survey Social Skills to improve from 5.72 in 2013 to 5.9 in 2017</p> <p>To maintain effective class sizes across the school F-6 To maintain Foundation (Prep) classes at 20 or less To build the capacity of teachers by engaging in regular, quality professional learning and mentoring</p> <p>Attendance To reduce the average number of days absent per student P-6 to be at 12 days or less by 2017</p> <p>Attitudes To School Survey Year 5-6 -Classroom Behaviour to improve from 3.61 in 2013 to at least 3.8 by 2017 Student Safety to improve from 4.42 in 2013 to at least 4.6 in 2017</p> <p>Parent Opinion Survey Student Motivation to improve from 5.80 in 2013 to 6.0 in 2017 School Connectedness to continue to be rated high by parents. To maintain school mean of 5.91 or above until 2017</p> <p>Personalised Learning Plans By 2017, all students will be on a personalised learning plan.</p>
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p>To strategically allocate resources to best support the KCPS School Self-Evaluation & the development of the KCPS Strategic Plan.</p> <ul style="list-style-type: none"> ❖ Improving the capacity of staff to lead discussions on whole school approaches ❖ Increase the use of assessment evidence to inform teaching ❖ Implement accountability procedures <p>Aligning team/individual performance review and professional development planning with school goals</p>



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]		
To improve student involvement and participation in decision-making through an enhanced student voice and student leadership opportunities.	<ul style="list-style-type: none"> ❖ Students play a role in review including developing and asking survey questions to support whole school improvement ❖ JSC representatives timetabled to present to School Council 	Principal Student Leaders JSC All students	T2, 3 & 4	6 months: <ul style="list-style-type: none"> • Complete student forums for SSE by Term 2 • Invite SC's to speak to Council on behalf of JSC/Peers at June meeting. 12 months: <ul style="list-style-type: none"> • Discuss Review findings with JSC and obtain student input for 2018-2021 SSP 	● ● ●			
To enhance the capacity of teachers to continue building positive relationships and connectedness across the whole school – students, staff, parents.	<ul style="list-style-type: none"> ❖ Highlight the effects of student absence via regular communication with families ❖ Revisit whole school approach with a particular focus on consistent whole school language to address attendance. ❖ Provide key opportunities to develop positive relationships with parents via community events 	Principal AP All staff	Ongoing in 2017 Term 1 Ongoing	6 months: <ul style="list-style-type: none"> • Promotion of the effects of attendance v absence in Newsletter, website and during assemblies. 12 months: <ul style="list-style-type: none"> • All staff to be making phone contact with the families of students from their class if they are late more than 3 times in a 2 week period. 	● ● ●			
Reflect critically upon the effectiveness of resource allocations in relation to improved student outcomes.	The completion of the School Self-Evaluation, School Review and School Strategic Plan: <ul style="list-style-type: none"> ❖ Through clearly timetabled discussions regarding data ❖ Audit documentation – documents/PD/Planning to be aligned with goals ❖ Ratified by School Council and submitted to DET 	Principal AP LT Team Leaders All Staff SC	Timeline TBA	6 months: <ul style="list-style-type: none"> • SSE completed and endorsed by Council by Jun 20th. 12 months: <ul style="list-style-type: none"> • Review Panel Day conducted by August 3rd • 2018-2021 SSP completed and ratified by Dec 6th Council Meeting. 	● ● ●			



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	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]				
Considerations for 2018:				

