

=Annual Implementation Plan: for Improving Student Outcomes

School name: [Buxton Primary School]

School number: [1669]

Year: [2017]

Based on strategic plan: [2015-2018]

Endorsement:

Principal [Andrew Bagnall ] [27/03/2017]

Senior Education Improvement Leader [Anthony Gooden ] [27/03/2017]

School council [Buxton School Council ] [28/03/2017]

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
<ul style="list-style-type: none"> <li>To improve student learning outcomes in all areas of the curriculum particularly focussing on achievement in Literacy and Numeracy.</li> <li>To deepen student engagement in their learning.</li> <li>Develop, document and implement a whole-school approach to teaching and learning.</li> <li>Build teacher capability through collaborative teamwork, shared professional learning, peer observations and collective accountability.</li> </ul>

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	x
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	x
	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.

Developing a whole school approach to curriculum planning and implementation, with a focus on writing, including spelling, planning for writing, editing and proofreading, exploring a variety of text types, conferencing, developing success criteria around strong writing, and providing opportunities for children to seek and act on feedback. Use of the Victorian F-10 Curriculum to guide teaching and learning at targeted stages of learning will enable children to receive explicit support where they need it, and to move through the continuum.

Empowering students and building pride in the school will lead to engagement in the classroom. Panoramic data identified significant room for growth with connectedness to school for students and the community.

Improving attendance data and accurate record keeping for all student absences is an area for improvement, and one that Buxton Primary School aims to build upon so that conversations with families about improving attendance is based upon accurate data.

**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"> <li>Develop an understanding of the whole school approach to teaching and learning based on the Victorian Curriculum with a focus on writing.</li> <li>Establish PLC's to focus Professional Learning to focus on student data and determine students point' of need.</li> </ul>
Empowering students and building school pride.	<ul style="list-style-type: none"> <li>Teachers will provide opportunities for students to have a voice in the school environment and in the direction of their learning</li> <li>Teachers build relationships with students based on positive actions to involve them in the learning process.</li> </ul>

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 learning outcomes in all areas of the curriculum particularly focussing on achievement in Literacy and Numeracy. To deepen student engagement in their learning.						
IMPROVEMENT INITIATIVE		Building Practice Excellence						
STRATEGIC PLAN TARGETS		<p>☑ Improve the Years 5 – 6 Mean Scores each year to reach the 50th or higher percentile by 2018 for the following Student Attitude to School Survey Factors (2014 Benchmarks):</p> <p>☑ Improve the Years 5 – 6 Mean Scores each year to reach the 75th or higher percentile by 2018 for the following Student Attitude to School Survey Factors (2014 Benchmarks):</p> <p>o ☑ Increase the School Climate Overall Mean Score to at least equal the All Primary Schools Mean result for the School Staff Survey. Reduce the proportion of students performing below NAPLAN (National Assessment Program Literacy and Numeracy) National Minimum Standards.</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students with High Learning Gain in NAPLAN Writing to 25% (the Mean).</li> <li>• Decrease the percentage of students with Low Learning Gain in NAPLAN Grammar and Punctuation, Reading, Spelling and Writing to 25% (the Mean).</li> <li>• Increase the number of students performing at or above the NAPLAN National Average.</li> <li>• Increase the percentage of students with a Relative Gain during the school year of 0.5 for On Demand English and Mathematics Adaptive Tests.</li> <li>• Increase the number of students completing the Number Fluency Assessments.</li> <li>• Increase the percentage of students achieving a proficiency of 80% or more for the South Australian Spelling Test.</li> <li>• Improve the Years 5 – 6 Mean Scores each year to reach the 50<sup>th</sup> or higher percentile by 2017 for the following Student Attitude to School Survey Factors (2014 Benchmarks):</li> </ul>						
12 MONTH TARGETS		<p>Maintain % of students across middle and upper two bands for Year 5 writing at 100% in NAPLAN</p> <p>Increase percentage of students in top two bands numeracy for Year 3 and year 5 to 50% in NAPLAN.</p> <p>Increase percentage of top 2 bands in reading to 50% in NAPLAN.</p> <p>Increase the percentage of students with a Relative Gain during the school year of 0.5 for On Demand English and Mathematics Adaptive Tests.</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] 12 months:	● ● ● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<ul style="list-style-type: none"> <li>• Develop an understanding of the whole school approach to teaching and learning based on the Victorian Curriculum with a focus on writing.</li> </ul>	Victorian curriculum and NAPLAN writing guides are referenced to ensure appropriate curriculum is delivered for students.	Principal and Teacher		6 months: Teachers are developing writing content that is informed by the Victorian Curriculum. Documentation is available and accessible on the U:Drive for each Genre. Work programs are centred around the success criteria.	● ● ●			
				12 months: There are clear progressive links in the way teachers program and plan for learning. Teachers are engaged in regular dialogue about how to develop thinking around success criteria and learning intentions to provide greater differentiation.	● ● ●			
	Teachers develop and implement an instructional model for writing across the school.	Principal and teacher		6 months: Various instructional models have been explored and the teaching team have identified a specific writing model that meets the needs of Buxton Primary School and it's context.	● ● ●			
				12 months:	● ● ●			

				An instructional model for writing is embedded in daily lessons. Documentation on the instructional model is developed and available to families and the wider community.				
	Teachers moderate and analyse student writing to inform instruction.	Principal and teacher		6 months: Teachers are making informed decisions about student point of need based on writing analysis.	● ● ●			
				12 months: Evidence of clear growth in the sophistication of student writing and depth in the learning intentions for each students.	● ● ●			
	A whole school Assessment Schedule is developed across the school, term by term outlining which assessment should be conducted at which time of year.	Teachers and Principal		6 months: The assessment schedule is in place, and is used to drive curriculum planning. Staff continue to evolve assessment tools to ensure they capture the knowledge and understanding taught.	● ● ●			
Establish PLC's to focus Professional Learning to focus on student data and determine students point' of need.	A school based professional learning program is documented and implemented. PLC's meet every Tuesday for one hour.	Principal and Teacher		● ● ● 6 months: PLC's will address point of need for students based on data and evidence of student knowledge.  12 months: Teacher practice and documentation identifies growth in student learning.				
	The Timperley Inquiry Cycle is implemented to guide the PLC process. An inquiry cycle that informs professional learning based on student point of need and teacher learning gaps is implemented.	Principal and teacher		6 months: The teaching group have completed one complete cycle of the Timperley Inquiry Cycle.  12 months: Teachers can reflect on how the inquiry cycle has impacted on student learning. Assessment data is used to identify strengths and areas for further learning as PLC's.	● ● ●			
	Professional Learning opportunities are provided and supported: Professional learning will take the form of workshops on big write, professional reading, PLC's, shared classroom practice, and participate in Building Practice Excellence in school practice and tailor made learning based on point of need.	Teachers and Principal		6 months: Staff are attending PD' opportunities and implementing best practice from professional learning.  12 months: There is clear growth in student learning that is linked to professional learning and implementation of best practice from professional learning.				
	Individual learning plans for each student are developed and teacher learning centres on student point of need and gaps in teacher practice/understanding.	Teachers and Principal		6 months: Success criteria for ILP's are reviewed on a regular 5 week basis. 12 months: There is evidence of strong growth in student learning.				

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To continue to build student resilience, responsibility and respect.
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IMPROVEMENT INITIATIVE	Empowering students and building school pride							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> <li>o School Connectedness from 3.80 to 4.40.</li> <li>o Stimulating Learning from 3.43 to 4.20</li> <li>Teacher Effectiveness from 3.80 to 4.40.</li> </ul>							
12 MONTH TARGETS	<ul style="list-style-type: none"> <li>Increase student connectedness from 3.1 to 3.5</li> <li>Increase stimulating learning from 3.13 to 3.5</li> <li>Increase teacher effectiveness from 3.85 to 4.2</li> <li>Increase school connectedness from 3.1 to 3.4</li> </ul>							
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:	● ● ●			
<ul style="list-style-type: none"> <li>• Teachers will provide opportunities for students to have a voice in the school environment and in the direction of their learning.</li> </ul>	Teachers build their understanding of how to provide effective feedback to students, and to build an environment where students seek feedback from peers and teachers.	Teachers and Principal		6 months: Formalised processes are in place for seeking and acting on feedback. Feedback is embedded in the assessment tools.	● ● ●			
				12 months: Students actively seek feedback, and act on feedback as part of the learning process. They see feedback as critical for moving learning forward. There is clear evidence of feedback is delivered across a number of mediums. Feedback is timely and specific. Students can describe when they have sought and acted on feedback in ways that has extended their learning.	● ● ●			
	Teachers consult with students, and provide opportunities for students to give and receive feedback on classroom teaching practices	Teachers and Principal		6 Months: There is evidence of regular opportunities for students to provide feedback for teachers in line with the instructional model				
				12 months: Teachers have provided students with multiple ways to provide feedback, and use the feedback to improve teacher practice.				
	Students engage in the decision making and implementation of changes that directly impact them, where appropriate.	Teachers and Principal		6 months: Opportunities for student voice have been documented.				
				12 months: Students can describe the impact they have and can identify successes they have implemented as a result of being part of the decision making process.				
Teachers build relationships with students based on positive actions to involve them in the learning process.	Foster positive relationships built around learning, trust and respect for one another through agreed protocols as documented in the essential agreements.	Principal and teacher		6 months: student behaviour reflects the essential agreements.				
				12 months: A calm, orderly, learning, supportive learning environment is evident. The essential agreements that guide learning behaviours have evolved and student voice is clearly evident in the development and implementation of the agreements.				
	Implementing SOLO Taxonomy so that students can develop depth of understanding beyond surface level knowledge. E.g. list, describe,	Principal and teacher		6 months: All success criteria provides depth in understanding, using the SOLO taxonomy verbs.				
				12 months: Students can clearly articulate how the SOLO taxonomy supports their depth in thinking.				



	create, identify, explain ,compare and contrast, hypothesize etc.						
	Use classroom management strategies that integrate with academic instruction to provide consistency and success. E.g. Self-management: is about managing time, managing distractions, knowing the purpose of learning, what do I do when I don't know what to do.	Teachers and Principal		6 months time: Students are referring to classroom management strategies to guide their independent learning 12 months: Students can explain the role they play in managing their own learning.			
	Investigate how school values can be used to develop student social skills and resilience and implement as a system across the school.			6 months: School values are known by teachers and students 12 months: Student behaviour and attitudes reflect the school values.			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To improve student learning outcomes in all areas of the curriculum particularly focussing on achievement in Literacy and Numeracy.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Develop systems for raising awareness of high attendance patterns, and accurate recording of student attendance and absences.						
STRATEGIC PLAN TARGETS		<p>Decrease Student Absences from 14.42 days to 11.00 days over the life of the Strategic Plan.</p> <p>☑ Improve the Years 5 – 6 Mean Scores each year to reach the 50th or higher percentile by 2018 for the following Student Attitude to School Survey Factors (2014 Benchmarks):</p> <ul style="list-style-type: none"> <li>o Student Motivation from 3.82 to 4.60.</li> <li>o Teacher Empathy from 3.96 to 4.50.</li> <li>o School Connectedness from 3.80 to 4.40.</li> <li>o Stimulating Learning from 3.43 to 4.20.</li> </ul> <p>☑ Improve the Years 5 – 6 Mean Scores each year to reach the 75th or higher percentile by 2018 for the following Student Attitude to School Survey Factors (2014 Benchmarks):</p> <ul style="list-style-type: none"> <li>o Connectedness to Peers from 4.25 to 4.50.</li> <li>o Classroom Behaviour from 3.57 to 3.90.</li> </ul> <p>☑ Improve the Parent Opinion Survey Mean Scores each year for the variables as follows (2014 Benchmarks):</p> <ul style="list-style-type: none"> <li>o Reporting from 5.90 to 6.25.</li> <li>o Learning Focus from 6.05 to 6.25.</li> <li>o Homework from 5.42 to 5.75.</li> <li>o School Connectedness from 6.10 to 6.30.</li> <li>o General Satisfaction from 6.30 to 6.50.</li> </ul> <p>☑ Increase the School Climate Overall Mean Score to at least equal the All Primary Schools Mean result for the School Staff Survey.</p>						
12 MONTH TARGETS		<p>Decrease student absences in Year 1 cohort from 17 days to 13 days.</p> <p>Decrease student absences in Year 3 cohort from 17.8 days to 13 days.</p> <p>Decrease student absences in Year 4 cohort from 14 days to 12 days.</p> <p>Decrease unapproved absences across the school to an average of 5 days or below. Increase student connectedness from 0 to 77%.</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 <u>what</u> the school will do and <u>how</u> - 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]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
<ul style="list-style-type: none"> <li>• Develop systems for accurate data collection around student attendance.</li> </ul>	<p>There will be accurate recording of all non-attendance. Reasons for un-notified attendances will be followed up Display and record all attendance codes. School attendance data will be monitored on a fortnightly basis.</p>	<p>Principal Business Manager</p>		6 months: Codes for attendance on display. Processes are put in place to eliminate all un-notified absences.	● ● ●			
				12 months: Significant reduction in all un-notified absences.	● ● ●			
<ul style="list-style-type: none"> <li>• Provide regular opportunities</li> </ul>	<p>Raise awareness of the importance of regular attendance through the newsletter.</p>	<p>Principal and</p>		6 months: Regular updates for attendance and evidence of attendance impacting learning has been shared through newsletters.	● ● ●			



for communication with families around attendance.	Talk with students about the importance of regular attendance and develop an initiative with students to recognise high attendance levels.	Business Manager		12 months: Families inform the school for all absences. Reduction in all un-notified absences in alignment with the 12 month targets.	● ● ●			
	Recognise high levels of attendance in school newsletters at the end of each term.			6 months: Students recognise and value the attendance recognition from the school as one factor that improves learning outcomes. 12 months: An increase in the number of students meeting high levels of attendance per term.				
<ul style="list-style-type: none"> <li>Provide a personalised response for students with attendance issues.</li> </ul>	Seek support from SSSO, wellbeing officer and outside agencies as appropriate.	Principal		6 months: SSSO's, Wellbeing officers and outside agencies are engaged and working together to improve attendance patterns. 12 months: Increased attendance patterns for families with attendance issues.				
	Ensure personalised learning plans engage students at point at need.	Principal		6 months: The school communicates with the family to discuss the learning plan and explore if this is having an impact on attendance. 12 months: ILP's are modified to meet the student needs and are seen to impact on greater attendance patterns.				
	Regular communication with the family to develop a path forward for increasing attendance.	Principal		6 months: Families with attendance issues are in regular communication with the school and a plan is developed to increase attendance. 12 months: Plans to increase attendance issues are implemented as agreed upon by families and the school.				

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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]				
Students requiring support in 2017 will be the Grade 1 cohort, Cruz in Grade 2 with Reading and Writing, Grade 2 with spelling, Jett Doudney in Grade 4 and Kira Charlton in Grade 4 2017 and Kaleisha Toll-Botheras in Maths Grade 5, 2017				
Students to be extended include Ben Fraga in Mathematics, Grade 3 2017 in Maths (Jamison?)				





Next Steps:

