

Annual Implementation Plan: for Improving Student Outcomes

School name: Chelsea Heights Primary School

Year: 2017

School number: 3341

Based on strategic plan: 2017 - 2020


Endorsement:

Principal Jane Satchwell

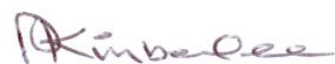


13/12/2016

Senior Education Improvement Leader Chris Chant

 13/12/2016

School council Phil Kimberlee



13/12/2016

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"> Excellence in teaching and learning Positive climate for 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.

The school has identified **Building Practice Excellence** and **Curriculum Planning and Assessment** as priority initiatives for continued improvement. Areas of strength reflected in Literacy and Numeracy NAPLAN data have not been consistently represented in teacher judgements.

Areas that have been in focus and require **ongoing improvement** and **evaluation** are:

- The refinement of a common instructional model across all curriculum areas
- Facilitation and documentation of sequential curriculum for literacy and numeracy including constant updating of Power Standards, Pacing Guides and Proficiency Scales
- Making learning intentions and success criteria explicit and visible to students
- Effective use of assessment strategies and sources to increase accuracy of teacher judgements on student capabilities
- Developing the ability of teachers to assess and plan for differentiated and personalised learning
- Strengthening the whole school Professional Learning Communities (DuFour) with a focus on PLTs at each level to build capacity and sharing of practice.

The school has identified **Empowering Students and Building School Pride** as a priority initiative for continued improvement. The 2016 Attitudes to School Survey indicated areas for improvement in Teacher Empathy, Teacher Effectiveness and Stimulated Learning. This will be addressed through:

- Knowing our students well and engage them in learning that is targeted to their specific learning needs and challenging them to be self-motivated and successful learners



- Developing a growth mindset and increasing authentic student voice by preparing them to take ownership of their learning
- Teaching students how to evaluate their own learning with metacognitive strategies that allow them to self-regulate their learning.

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)
<p><i>Building Practice Excellence</i></p> <p><i>Curriculum Planning and Assessment</i></p>	<ul style="list-style-type: none"> • Consolidate whole school pedagogy and learning framework (I do, we do, you do), which uses a common & consistent language • Improve the consistency of teacher judgements to ensure teachers are effectively using data in making accurate teacher judgments as a guide to ongoing instruction • Build a collegiate, professional and supportive working culture that deepens the capacity of all staff where there is a shared collective responsibility for improving student learning.
<p><i>Empowering Students and Building School Pride</i></p>	<ul style="list-style-type: none"> • Support student engagement by developing a rich curriculum that enables students to develop as independent thinkers and problem solvers • Deepen a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs.



Framework for Improving Student Outcomes

Published: February 2016

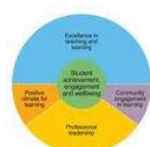


Section 2: Improvement Initiatives

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 learning outcomes and achieve continuous learning growth for all students in literacy and numeracy.						
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		<p>To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy</p> <p>VICTORIAN CURRICULUM targets:</p> <ul style="list-style-type: none"> Increase the % of students F-6 above the expected level in Writing from 13% to 25% Increase the % of students F-6 above the expected level in Reading from 27% to 35% Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 25% <p>NAPLAN relative gain targets:</p> <ul style="list-style-type: none"> Increase the % of Year 3-5 students making <i>high</i> relative growth in Writing from 25% to 35% Increase the % of Year 3-5 students making <i>high</i> relative growth in Reading from 25% to 35% <p>Increase the % of Year 3-5 students making <i>high</i> relative growth in Numeracy from 30% to 40%</p>						
12 MONTH TARGETS		<p>VICTORIAN CURRICULUM targets:</p> <ul style="list-style-type: none"> Increase the % of students F-6 above the expected level in Writing from 13% to 20% Increase the % of students F-6 above the expected level in Reading from 27% to 30% Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 22% <p>NAPLAN relative gain targets:</p> <ul style="list-style-type: none"> Increase the % of Year 3-5 students making <i>high</i> relative growth in Writing from 25% to 30% Increase the % of Year 3-5 students making <i>high</i> relative growth in Reading from 25% to 30% Increase the % of Year 3-5 students making <i>high</i> relative growth in Numeracy from 30% to 35% 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> Consolidate whole school pedagogy and learning framework (I do, we do, you do), which uses a common & consistent language 	<p>Whole school adherence to the CHPS lesson structures and commitment to individualised learning opportunities by:</p> <ul style="list-style-type: none"> evaluating and refining effectiveness and consistency of whole school lesson structures Provide opportunities for modelling and observing of these lesson structures Induction for new and returning staff 	<p>School Improvement Team</p> <p>PLT members</p> <p>PLC Support Team members</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>6 months:</p> <ul style="list-style-type: none"> All planning documents will reflect lesson structure and models of teaching All staff understand agreed lesson structures to the best of their abilities 	● ● ●	<p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p>		
				<p>12 months:</p> <ul style="list-style-type: none"> Evidence of improved/consolidated practice as a result of peer feedback in PDP documentation All students are able to articulate and 	● ● ●			



	<ul style="list-style-type: none"> members Create and implement student friendly proficiency scales for all areas of Number Continued funding of non-teaching Curriculum Leader position utilising Equity Funding made available to the school Additional PD for staff who require training in whole school programs Feedback Buddies Co-Ordinator role is outlined in the Roles and Responsibilities handbook Time allocated in PD schedule for teachers to meet with their feedback buddy <p>Selection of an agreed writing program to best suit the needs of CHPS students by:</p> <ul style="list-style-type: none"> Visit other schools and analyse strengths and weaknesses of known writing programs (ie. VCOP, 7 STEPS, VOICES). One team to trial and measure effectiveness. PD budget allowing for time release for teachers to view programs 	<p>Curriculum Leader</p> <p>Feedback Buddies Coordinator</p>	<p>Term 1</p> <p>End of 2017</p> <p>Ongoing</p> <p>End of term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>End of term 3</p> <p>Ongoing</p>	<p>explain their levels of understanding in accordance to the skills on proficiency scales; and identify the next step in their learning</p> <ul style="list-style-type: none"> Agreed and consistent understanding of chosen writing programs/approach 				
<ul style="list-style-type: none"> Improve the consistency of teacher judgements to ensure teachers are effectively using data in making accurate teacher judgments as a guide to ongoing instruction 	<p>Whole school adherence to the CHPS assessment schedule and timely collection of various data sources by:</p> <ul style="list-style-type: none"> Establishing the most appropriate data source(s) depending on the learning goal to support evaluation of student achievement levels Developing and track progress using Sentral Continuums for all areas of Numeracy Refining the practice to understand, analyse and use data as evidence to individualise student learning in alignment with CHPS Power Standards <p>Improve data literacy levels amongst staff by:</p> <ul style="list-style-type: none"> Increasing moderation across literacy and numeracy to ensure that teacher judgments/NAPLAN are consistent across all levels to better inform instruction Provide PD and support to triangulate data sources for teacher judgement Ensuring effective running of PLT meetings that focus on using data to 	<p>School Improvement Team</p> <p>PLT members</p> <p>PLC Support Team members</p> <p>Curriculum Leader</p>	<p>Ongoing</p> <p>Term 3</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>6 months:</p> <ul style="list-style-type: none"> All staff using three sources of data to evaluate student learning Tracking student achievement of the Number Power Standards on Sentral Continuum Minuted discussions in PLTs around student levels of proficiency with reference to products, observations and conversations <p>12 months:</p> <ul style="list-style-type: none"> Whole staff Professional Learning sessions for moderation of each writing genre and begin to develop wall display continuums Teachers are accessing and utilising CFATs and Proficiency Scales that go above and below the level they are teaching 	<p>● ● ●</p> <p>● ● ●</p>			



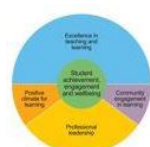
	<p>identify students with extension or intervention needs</p> <ul style="list-style-type: none"> Budget supports Data Literacy in regards to building understanding around assessment programs 		End of 2017					
	<p>Proficiency Scales for all areas of number that scaffold from F – 6 with CFATs that reflect the same skill sets by:</p> <ul style="list-style-type: none"> Working in collaborative teams to develop Proficiency Scales for all areas of number for F – 6 to be taken to PLC Support for review Creating CFATs that are all in the same format and stored on Google Drive so that they are accessible to all 		End of 2017					
			End of 2017					

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To build collaborative teams that support teachers to learn from and with each other to develop high impact teaching practices and shared responsibility for school improvement.
IMPROVEMENT INITIATIVE	Building Practice Excellence
STRATEGIC PLAN TARGETS	<p>To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy</p> <p>VICTORIAN CURRIULUM targets:</p> <ul style="list-style-type: none"> Increase the % of students F-6 above the expected level in Writing from 13% to 25% Increase the % of students F-6 above the expected level in Reading from 27% to 35% Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 25% <p>NAPLAN relative gain targets:</p> <ul style="list-style-type: none"> Increase the % of Year 3-5 students making high relative growth in Writing from 25% to 35% Increase the % of Year 3-5 students making high relative growth in Reading from 25% to 35% Increase the % of Year 3-5 students making high relative growth in Numeracy from 30% to 40%
12 MONTH TARGETS	<p>VICTORIAN CURRIULUM targets:</p> <ul style="list-style-type: none"> Increase the % of students F-6 above the expected level in Writing from 13% to 20%



		<ul style="list-style-type: none"> Increase the % of students F-6 above the expected level in Reading from 27% to 30% Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 22% <p>NAPLAN relative gain targets:</p> <ul style="list-style-type: none"> Increase the % of Year 3-5 students making high relative growth in Writing from 25% to 30% Increase the % of Year 3-5 students making high relative growth in Reading from 25% to 30% Increase the % of Year 3-5 students making high relative growth in Numeracy from 30% to 35% 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
<ul style="list-style-type: none"> Build a collegiate, professional and supportive working culture that deepens the capacity of all staff where there is a shared collective responsibility for improving student learning. 	<p>Develop a whole school approach to systematic response to intervention and enrichment in Number by:</p> <ul style="list-style-type: none"> Investigating the way other PLC Accredited schools respond to intervention and enrichment across the school Reviewing whole school timetable to support whole school Intervention and Enrichment program <p>Setting realistic and timebound goals with all members of staff as part of the Performance and Development Process that's aligned with whole school targets</p>	<p>School Improvement Team</p> <p>PLT members</p> <p>PLC Support Team members</p> <p>Curriculum Leader</p>	End of term 2	<p>6 months:</p> <ul style="list-style-type: none"> Brought back observations from school visits for discussion at PLC Support 	● ● ●	<p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p>		
			End of 2017	<p>12 months:</p> <ul style="list-style-type: none"> Action plan developed for whole school response to intervention and enrichment in number to include ALL staff (including leadership, specialists etc.) 	● ● ●			
			End of term 1	<ul style="list-style-type: none"> Plan has been trialled and evaluate across two levels of the school in preparation for implementation in 2017 				

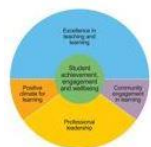


Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> Support student engagement by developing a rich curriculum that enables students to develop as independent thinkers and problem solvers 							
OTHER IMPROVEMENT MODEL DIMENSIONS	Empowering Students and Building School Pride							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> By 2020 all variables on the Student Attitudes to School Survey to be at or above the 50th percentile range – focus on lowest variables; Teacher Effectiveness, Stimulating Learning, and Teacher Empathy By 2020 the Student Attitude to Schools data will show a greater gender balance in the response 							
12 MONTH TARGETS	<ul style="list-style-type: none"> Teacher Effectiveness: 25th percentile Stimulating Learning: 25th percentile Teacher Empathy: 25th percentile <p>Male and female responses for student motivation and school connectedness to be within a 10th percentile range of each other</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> Support student engagement by developing a rich curriculum that enables students to develop as independent thinkers and problem solvers 	Build a whole staff understanding of the Digital Technologies Curriculum by developing a scope and sequence in conjunction with PLC Support Team and present this to staff along with classroom examples	ICT Coordinator	End of 2017	6 months: <ul style="list-style-type: none"> All staff understand the Digital Technologies curriculum and have implemented suggested lesson ideas in their classrooms Clarity and direction about which areas of Creative and Critical Thinking need to be integrated throughout our curriculum Experimentation of ways to hear and respond to student voice within the learning process Action Plan for the Play is the Way program Evidence of the 5 Key Concepts embedded in classroom activities 3 to 4 sessions per week as an agreed non-negotiable evidenced in planners with a strong focus on follow up conversations 	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Stimulate learning motivation through effective differentiation by investigating additional apps and continue to use Screencasts, Khan Academy and YouTube to offer opportunities for Flipped Learning	School Improvement Team PLT members PLC Support Team members Curriculum Leader	Ongoing					
	Increased student Metacognition and Reflection as a part of the learning process by- <ul style="list-style-type: none"> Auditing our curriculum for evidence of the Creative and Critical Thinking learning outcomes Developing a whole school understanding of the use and purpose of learning journals 		End of 2017					
	End of 2017							
Increase opportunities for Student Voice to be heard as a part of the learning process by establishing an understanding of what this means and what it looks like during a learning sequence		End of term 2/Ongoing	12 months: <ul style="list-style-type: none"> Students are independently accessing information to support and evaluate their learning goals regardless of where they are on the continuum 	● ● ●				



	<p>Deepen a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs by:</p> <ul style="list-style-type: none"> Investigating the most effective and sustainable method of implementing the Wilson McCaskill's 3Rs (Reflection, Repair and Restitution) Allocating funds within the PD budget to support understanding of Wilson McCaskill's philosophies Educating staff and parents in regards to building resilience amongst their children and our students Inform parents regularly about the key concept in focus 	<p>School Improvement Team</p> <p>PLT members</p> <p>PLC Support Team members</p> <p>Curriculum Leader</p>	<p>End of 2017</p> <p>Term 2</p> <p>Term 2</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Action Plan for whole school use of Learning Journals and Student Led Conferences for 2018 Teachers are modifying their practice in response to student voice Newsletters to inform parents of the Play is the Way philosophies A shift from Restorative Conversations to the 3Rs when following up incidents and conflict 				
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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]				



Next Steps:

