

Annual Implementation Plan: for Improving Student Outcomes

School name: Ainslie Parklands PS

Year: 2017

School number: 4879

Based on strategic plan: 2015-2018

Endorsement:

Acting Principal: Jennie Brown 16/03/17

Senior Education Improvement Leader Jennifer Small 16/03/17

School Council President: Scott Turner 16/03/17

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	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> To increase student learning growth as indicated by improved learning gain as reported by NAPLAN and teacher judgements. To increase student engagement in their learning. To empower all members of the school community in strengthening an inclusive, safe and happy 'community of learners'. To improve the processes, procedures and practices to enhance student 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	

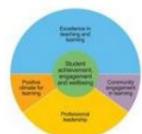
Improvement Initiatives rationale:

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.

Ainslie Parklands Primary School is undergoing a period of change. The data across the school indicates that change is needed in many areas for the school to grow and develop. The need for learning growth in Writing is a priority as evidenced by the NAPLAN data and teacher judgement. The Year 3 NAPLAN Writing data shows a slight decline from 2014 to 2015 and improvement in 2016 of students in the top 2 bands. Whilst Year 5 NAPLAN Writing data shows no students in the top 2 bands in 2014 and a slight improvement to 2016 across the 3 year period, a trend that needs to continue. The need for learning growth in Numeracy is a priority as evidenced by the NAPLAN data and teacher judgement. Year 3 and year 5 NAPLAN Numeracy data shows a decline of students in the top 2 bands across the 3-year period. Relative growth in NAPLAN Numeracy from Year 3 to 5 is below the state target of 25%. It is anticipated that with rigor in both teaching strategies using the Victorian curriculum and teacher judgement moderation, this trend can be reversed. The NAPLAN Spelling data has demonstrated low relative growth, reflecting the need for increased consistent data collection and curriculum documentation across the school.

It is therefore important to recognise the need for 'Building practice excellence' and a high standard of 'Curriculum planning and assessment' in the Improvement Priority of Excellence in teaching and learning.

Student wellbeing as indicated by the Grade 5/6 Attitudes to School survey indicates downward trends in many areas. Of concern are 'Connectedness to peers', 'Stimulating leaning', 'Learning confidence' and 'Student morale'. The Staff Opinion survey and the Parent Opinion survey indicated results that were less than the Primary School mean. By setting expectations and promoting inclusion in the 'Positive climate for learning priority, the school will build staff, student and parent confidence, leading to improved outcomes and enhancing teaching practice resulting in a minimum average of one year growth for each student in all areas of the Victorian Curriculum.



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"> • Build collegiate team and consistency of teaching practice across the school • Develop instructional models for teaching literacy and numeracy
Curriculum planning and assessment	<ul style="list-style-type: none"> • Map existing curriculum against the Victorian Curriculum Continuum
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> • Strengthen positive relationships and communication between students, staff and the parent community



Framework for Improving Student Outcomes

Published: March 2017



Section 2.1: 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.

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IMPROVEMENT INITIATIVE	Building Practice Excellence																																																												
STRATEGIC PLAN TARGETS	To improve whole school processes, procedures and practices so that they are documented, resourced and embedded in the practice of all staff as evidenced by school policies, curriculum planning documents and records of procedures as well as staff performance and development reviews.																																																												
12 MONTH TARGETS	<p>Increase the percentage of the endorsement of factors in the staff opinion survey that support the Victorian Curriculum Understand and develop a mindset to embed the instructional model of teaching for Literacy and Numeracy</p> <p>NAPLAN: TOP 2 BANDS</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Year 3 Reading</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>Year 5 Reading</td> <td>43%</td> <td>55%</td> </tr> <tr> <td>Year 3 Numeracy</td> <td>35%</td> <td>45%</td> </tr> <tr> <td>Year 5 Numeracy</td> <td>14%</td> <td>25%</td> </tr> <tr> <td>Year 3 Writing</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>Year 5 Writing</td> <td>14%</td> <td>25%</td> </tr> </tbody> </table> <p>AUSVELS /Vic Curriculum</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2015</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>English P-6</td> <td>A & B</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>Speaking and Listening</td> <td>A & B</td> <td>24%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>A & B</td> <td>27%</td> <td>30%</td> </tr> <tr> <td>Maths (Number, algebra)</td> <td>A & B</td> <td>31%</td> <td>35%</td> </tr> <tr> <td>Science (Understanding)</td> <td>A & B</td> <td>8%</td> <td>15%</td> </tr> </tbody> </table> <p>NAPLAN Relative Growth: High Gain</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>30%</td> </tr> </tbody> </table>					2016	2017	Year 3 Reading	50%	60%	Year 5 Reading	43%	55%	Year 3 Numeracy	35%	45%	Year 5 Numeracy	14%	25%	Year 3 Writing	50%	60%	Year 5 Writing	14%	25%			2015	2017	English P-6	A & B	38%	40%	Speaking and Listening	A & B	24%	30%	Writing	A & B	27%	30%	Maths (Number, algebra)	A & B	31%	35%	Science (Understanding)	A & B	8%	15%		2016	2017	Reading	25%	28%	Numeracy	8%	15%	Writing	27%	30%
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Student Opinion Survey		
	2016	2017
Stimulating Learning Positive	28%	75%
Stimulating Learning Neutral	69%	25%

School Staff Survey-Principal/Teachers		
	2016	2017
Collective Efficacy	71.5%	80%
Teacher Collaboration	90%	93%
Instructional Leadership	ND	75%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> Build collegiate team and consistency of teaching practice across the school 	<p>Teachers work collaboratively in teams to build professional knowledge in the teaching of Victorian Curriculum, particularly in Literacy and Numeracy.</p> <p>Teachers begin a digital reflective journal to provide evidence of reflective practice. Continue to explore the use of Triads and observation of peers with reflective documentation of what is observed and application to their observer's context.</p> <p>Revisit and revise school vision and DET and school values as a staff, to promote a common language and build Theories of Action.</p> <p>Analyse NAPLAN Item Analysis Report / Student Response Report to identify whole-school areas for improvement and gaps in individual student learning.</p>	<p>Principal and School Improvement Team</p> <p>All</p> <p>Prin and all staff</p> <p>Prin and all staff</p>		<p>6 months: Sharing knowledge gained from professional reading in PLT meetings, staff meetings and professional development. Observation of colleagues as triads at least once per term and follow up with reflective journal entry. Start to develop Theories of Action in PLT team meetings and staff meetings.</p> <p>12 months: Teachers report to whole staff following any Professional Development as well as write in digital reflective journal. Consistent planning documentation across the school. 10 Theories of Action developed and adopted school wide. Peer observation at least once a term and visits to other schools.</p>	<p>● ● ●</p> <p>● ● ●</p>			
	<ul style="list-style-type: none"> Develop instructional models for teaching literacy and numeracy <p>Use of current instructional models that support a shared language about improving teacher practice including e5, CAFE reading and the Single Word Spelling Test approach.</p> <p>Use of rich assessment tasks, pre and post testing to identify and focus targeted teaching.</p> <p>Explore the VCOP writing model.</p> <p>High expectation of learners.</p>	<p>Prin and all teachers</p> <p>All staff</p> <p>Leadership Literacy Curric team</p> <p>All staff</p>		<p>6 months: Use of problem solving approach in Numeracy evidenced by teacher records of assessment and moderation across PLTs and whole school. Use of CAFE across the school with visible evidence of CAFE strategies in use. Use of Single Word Spelling Test 2-6.</p> <p>12 months: Whole staff commitment to the use of VCOP writing and preparation for implementation in 2018. Continued development and articulation of instructional models for teaching numeracy.</p>	<p>● ● ●</p> <p>● ● ●</p>			



Section 2.2: Improvement Initiatives

STRATEGIC PLAN GOALS		To increase student learning growth as indicated by improved learning gain as reported by NAPLAN and teacher judgements.							
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment							
STRATEGIC PLAN TARGETS		To increase student learning growth to at least one year's growth annually.							
		AUSVELs - % at or above expected P-6		2014	2018				
		Reading		85%	95%				
		Writing		80%	95%				
		Speaking and Listening		89%	95%				
		Measurement and Geometry		86%	95%				
		Number and Algebra		86%	95%				
		Statistics and probability		90%	95%				
		NAPLAN Learning Gain - Low category		2014	2018				
		Reading		56%	30%				
		Writing		37.5%	25%				
		Grammar and punctuation		29%	25%				
		Numeracy		31%	20%				
12 MONTH TARGETS		Staff Survey : Prin/Teachers		2016	2017				
		Collective responsibility		86.1%	88%				
		Teacher Collaboration		90%	92%				
		Collective focus on student learning		87.5%	90%				
		Application of Professional Learning		ND	85%				
		AUSVELs - % at or above expected P-6		2015	2017				
		Reading		93%	95%				
		Writing		97%	98%				
		Speaking and Listening		92%	95%				
		Measurement and Geometry		96%	97%				
		Number and Algebra		92%	95%				
		Statistics and probability		96%	97%				
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
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Map existing curriculum against the Victorian	Staff meetings to regularly revisit Victorian Curriculum and school data. Professional Learning Teams document their planning showing differentiation for target groups and individual students.	Prin, PLTs,		6 months: Evidence of Victorian Curriculum in planning documents. Use of learning intentions and success criteria evident. Assessment schedule revised, adopted by all staff and published.	● ● ●				



Curriculum Continuum	Teachers are consistent in data collection ensuring they are in line with school assessment schedule F-6 (including use of Insight Assessment Platform and other diagnostic tools). Building Data Literacy as teachers align student progress data and their own professional learning needs.	All staff	Teachers begin to use of 'I can statements' for Literacy and Numeracy to ensure progress.				
	Teachers engage in moderation of assessment tasks to ensure consistency and build capacity in assessment.	All staff	12 months: Staff demonstrate knowledge of use of 'I can statements'. Use 'I can' statements to guide assessment and planning Alignment of all assessment with 'I can' statements and assessment schedule. Staff use data to inform practice Use of Scope and Sequence school developed documents for planning in Literacy, Numeracy and Science evident in term and weekly planners.	● ● ●			
	Link curriculum plans to the schools' vision and values	PLT leaders Prin					
	Identify priority areas for focus aligned to the SSP and analyse student data and other evidence impacting curriculum	Prin					
	Develop a sequential curriculum plan across each curriculum area, year level and the curriculum capabilities School develops unit and lesson planning templates that reflect the elements of high quality planning Continue teacher interaction with and understanding of the Victorian Curriculum.	Curric leaders and All staff					



Section 2: Improvement Initiatives

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<p>IMPROVEMENT INITIATIVE STRATEGIC PLAN TARGETS</p>	<p>Setting expectations and promoting inclusion Indicators of an inclusive, safe and supportive school and learning environment to be at or above state benchmarks, as measured through attendance and incident rates as well as student, parent and staff opinion surveys.</p> <table border="1" data-bbox="587 457 1202 569"> <thead> <tr> <th>Attitude to School Survey</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>3.27</td> <td>5.0</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.2</td> <td>5.5</td> </tr> </tbody> </table> <table border="1" data-bbox="587 604 1329 913"> <thead> <tr> <th>Attendance</th> <th colspan="3">Average absence days- all types</th> </tr> <tr> <th>By year level</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>17.8</td> <td></td> <td>18.7</td> </tr> <tr> <td>Year 1</td> <td>15.8</td> <td></td> <td>15.7</td> </tr> <tr> <td>Year 2</td> <td>18.9</td> <td></td> <td>19.5</td> </tr> <tr> <td>Year 3</td> <td>18.1</td> <td></td> <td>16.0</td> </tr> <tr> <td>Year 4</td> <td>14.1</td> <td></td> <td>18.9</td> </tr> <tr> <td>Year 5</td> <td>23.0</td> <td></td> <td>16.6</td> </tr> <tr> <td>Year 6</td> <td>27.3</td> <td></td> <td>10.6</td> </tr> </tbody> </table> <table border="1" data-bbox="587 949 1299 1159"> <thead> <tr> <th>Attitude to School Survey</th> <th>2014</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Student morale</td> <td>5.97</td> <td>6.0</td> </tr> <tr> <td>Student safety</td> <td>4.56</td> <td>5.5</td> </tr> <tr> <td>Student distress</td> <td>5.37</td> <td>6.0</td> </tr> <tr> <td>Classroom behaviour</td> <td>2.04</td> <td>6.0</td> </tr> </tbody> </table>	Attitude to School Survey	2014	2018	Learning confidence	3.27	5.0	Teacher Effectiveness	4.2	5.5	Attendance	Average absence days- all types			By year level	2014	2015	2016	Foundation	17.8		18.7	Year 1	15.8		15.7	Year 2	18.9		19.5	Year 3	18.1		16.0	Year 4	14.1		18.9	Year 5	23.0		16.6	Year 6	27.3		10.6	Attitude to School Survey	2014	2017	Student morale	5.97	6.0	Student safety	4.56	5.5	Student distress	5.37	6.0	Classroom behaviour	2.04	6.0
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Strengthen positive relationships and communication between students, staff and the parent community	All teachers have a high expectation of learners.	All staff		6 months: Staff support the school vision of high expectations of all learners All staff promote attendance and follow up with students who are away for more than 3 consecutive days. Communication with parents using a variety of sources to build a culture of a learning community	● ● ●			
	Promoting attendance and reporting absences of more than 3 consecutive days to administration and Principal.	Prin and Wellbeing Coordin						
	Building relationships with families to ensure attendance through face to face, formal and informal conferences, meetings and discussions.			12 months: A culture of high expectations of all learners is the norm. An expectation of attendance every day is part of the school culture. Parent surveys reflect high satisfaction with curriculum, student achievement and teacher efficacy.	● ● ●			
	Differentiation of tasks to accommodate learning styles and abilities. Delivery of effective and engaging programs including parents as tutors and assistants.	Team leaders						
	Use of reflective practice and multiple sources of feedback.	All		Tribes preparation for implementation in 2018				
	Explore the Tribes process as both a wellbeing strategy and pathway to a constructivist model of teaching and learning.	All		School community has access to Compass portal for reporting and newsletter.				
Keeping parents informed through Compass portal, fortnightly newsletter, studio newsletter and social media pages.	Prin and All							
Community involvement in fun nights, fundraising, gardening and school improvement initiatives.	Prin, School Leaders							

Section 3: Other Improvement Model Dimensions

NOT REQUIRED - NO CAPITAL BUILDING WORKS OR RELATED PLANS



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	1 - Emerging	Awareness of FISO initiative. Professional learning activities with reference to student data.
	Curriculum planning and assessment	Yes	1 - Emerging	Need for clear curriculum plans and appropriate professional development Building familiarity with AIP, SSP and Victorian Curriculum
	Evidence-based high impact teaching strategies	No	2 - Evolving	Continue to develop a culture of high expectations
	Evaluating impact on learning	No	1 - Emerging	Assessment and data literacy
Professional leadership	Building leadership teams	No	1 - Emerging	Leadership creates capacity building
	Instructional and shared leadership	No	1 - Emerging	Distributed leadership culture
	Strategic resource management	No	1 - Emerging	Contextual decision making and planning
	Vision, values and culture	No	1 - Emerging	Develop shared school vision and values
Positive climate for learning	Empowering students and building school pride	No	2 - Evolving	Increase opportunities of authentic student voice
	Setting expectations and promoting inclusion	Yes	1 - Emerging	Need for a documented framework
	Health and wellbeing	No	2 - Evolving	Need for curriculum plan to be aligned with wellbeing strategies and policies
	Intellectual engagement and self-awareness	No	1 - Emerging	Data literacy
Community engagement in learning	Building communities	No	1 - Emerging	Reaching out to the community
	Global citizenship	No	1 - Emerging	Audit of curriculum to reflect initiatives
	Networks with schools, services and agencies	No	1 - Emerging	Scaffold links to existing schools agencies and services
	Parents and carers as partners	No	1 - Emerging	Transparent policies for school communities

Reflective comments: A great deal of change is about to occur at Ainslie Parklands in 2017. The improvement initiatives will define the direction for change and the staff will use protocols, a new vision for the school and the self-evaluation to guide their reflection and progress.



Confidential cohorts analysis: High ability students will be supported through ILPs and targeted teaching to extend and challenge.

EAL students will be supported through differentiated curriculum and needs based curriculum. Targeted teaching and information for parents through specially organised information nights with interpreters to assist with the delivery of information.

Program for Disabilities supported by 0.7 Wellbeing Coordinator and the PSDMS program in addition to ES staff as appointed.

Considerations for 2018: A review year.

