

# Annual Implementation Plan: for Improving Student Outcomes

School name: <b>Goornong Primary School</b>	Year: <b>2017</b>
School number: <b>1598</b>	Based on strategic plan: <b>2017-2020</b>
Endorsement: Principal: <b>Jason Cox</b>	Senior Education Improvement Leader: <b>Damien Jenkyn</b> School Council: <b>Tim McCrohan</b>

## 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	✓
<p><b>Student Achievement Goal</b> To maximise the achievement of high quality learning outcomes in English and Mathematics for all students.</p> <p><b>Student Engagement Goal</b> To enhance the learning growth, engagement and achievement of every student.</p> <p><b>Student Wellbeing Goal</b> To enhance strong and positive relationships between everyone in the school community.</p> <p><b>The following goal was also recommended by the Review Panel...</b> To build an informed community where students, parents and carers are engaged in the learning process.</p>	<b>Excellence in teaching and learning</b>	Building practice excellence	
		<b>Curriculum planning and assessment</b>	✓
		<b>Evidence-based high impact teaching strategies</b>	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	<b>Community engagement in learning</b>	<b>Building Communities</b>	✓
		<b>Parents and carers as partners</b>	✓
		Networks with schools, services and agencies	



### 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.

#### Curriculum planning and assessment

If learning tasks are purposeful, clearly defined, differentiated and challenging, then the more powerful, progressive and precise the learning of all students. 2017 is the first year of our strategic Plan 2017-2020. The Peer Review in 2016 identified that the school could do more to collaborate as a staff team to monitor and evaluate student learning data and use this to direct teaching through the development of strong learning intentions and success criteria that links to the data. The Peer Review identified Reading and Numeracy as next steps.

#### Evidence-based high impact teaching strategies

If learning tasks are purposeful, clearly defined, differentiated and challenging, then the more powerful, progressive and precise the learning of all students. 2017 is the first year of our strategic Plan 2017-2020. The Peer Review in 2016 recommended that the school develop a well-researched framework for instructional practice to ensure consistency of planning, teaching and learning across the whole school.

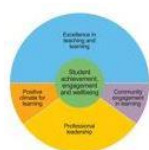
#### Parents and carers as partners & building communities.

If there is a whole-school focus, in partnership with parents and the community, on the development of a growth mind-set for all students, then learning, resilience and wellbeing will be enhanced. Building an effective model of communication to engage all stakeholders will act in a strategic way to ensure that the school better meets the needs of all students. The Peer Review identified that establishing a Playgroup at Goornong PS would assist in making positive connections with families in the local community prior to their children beginning school.

### 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)
Excellence in teaching and learning - Curriculum planning and assessment	<input type="checkbox"/> Embed a whole-school approach to the use of data and evidence, to track the progress of every student and inform action.
Excellence in teaching and learning – Evidence-based high impact teaching strategies	<input type="checkbox"/> Build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional model and instructional practices across the school.
Community engagement in learning – Parents and carers as partners & building communities.	<input type="checkbox"/> Build strategies to enhance both home and school partnerships and those with the wider community.



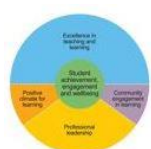
Framework for Improving Student Outcomes

Published: February 2016

# Section 2: Improvement Initiatives

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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<p><b>Evidence-based high impact teaching strategies</b></p> <p>Build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional model and instructional practices across the school.</p>	<p><input type="checkbox"/> Whole school staff engage in professional reading regarding instructional models and high impact strategies (Hattie, J. Fisher, D and Frey, N). <i>Purchase texts for staff.</i></p> <p><input type="checkbox"/> Conduct visits to other schools and access their expertise and experience in this work (Swan Hill North PS). <i>Allocate equity funding to release staff for school visit.</i></p>	Principal to lead. All staff	Term 1 and Term 2	<p><b>6 months:</b></p> <p><input type="checkbox"/> All staff have engaged in at least one professional reading from Hattie on effect sizes and instructional practice and shared key learnings at staff PLT.</p> <p><input type="checkbox"/> Principal and teacher have visited Swan Hill North PS and shared findings at staff PLT.</p> <p><input type="checkbox"/> An agreed instructional framework is in place by the end of Term Two.</p> <p><b>12 months:</b></p> <p><input type="checkbox"/> Each teacher has planned and delivered at least one teaching sequence based on the agreed instructional model by the end of Term 3.</p> <p><input type="checkbox"/> Processes are in place for teachers to receive feedback based on the agreed instructional practices – self-assessment and teacher observations.</p>	<p>●</p> <ul style="list-style-type: none"> <li>Staff knowledge of Hattie's research around effect sizes and influences that have the highest impact on student achievement has increased – professional conversations.</li> <li>The visit to SHNPS provided the 'light bulb' moment for our staff team as it provided the link between the research &amp; theory and what this looks like in the classroom – teacher planning and classroom walk throughs.</li> <li>Agreement around our instructional model and the protocols for the delivery of a unit of work in Term 3 based on the model has been established – teacher planning and classroom walk throughs.</li> <li>There has been an observable change in teacher attitudes towards an instructional model. Teachers can now see how learning intentions and success criteria link to enhancing student achievement – teacher planning and classroom walk throughs.</li> <li>Procedures are in place for self-assessment and feedback through teacher observations.</li> </ul>	●	\$1,000																																																				
	<p><input type="checkbox"/> Based on investigations and knowledge gained, select/develop an agreed instructional framework based on the elements that have 'high impact / high effect size'.</p>	Principal with staff	Term 2																																																								
	<p><input type="checkbox"/> Conduct staff professional learning on instructional framework. Develop school-based pro formas and templates on the agreed instructional framework.</p>	Principal	Term 2																																																								
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	<p><input type="checkbox"/> Establish processes for teacher self-reflection and teacher observations to embed the new instructional practices.</p>	Principal to lead. All staff	Term 2 and 3																																																								



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<p><b>Curriculum planning &amp; assessment</b></p> <p>Embed a whole-school approach to the use of data and evidence, to track the progress of every student and inform action.</p>	<p><input type="checkbox"/> Review Assessment Schedule to ensure assessment is relevant, timely and can be used to track progress and inform teaching. Make adjustments where necessary.</p> <p><input type="checkbox"/> Use assessment data to identify trends in skill areas for Reading and Numeracy using the NAPLAN Skill Assessed. Use this to inform and develop strong learning intentions and success criteria.</p> <p><input type="checkbox"/> Build teacher capacity to write strong learning intentions and success criteria through professional learning and collaboration as a staff team.</p> <p><input type="checkbox"/> Build teacher content knowledge of the new Victorian Curriculum through professional learning, so as learning intentions and success criteria are aligned to the curriculum.</p>	<p>All staff</p> <p>All staff</p> <p>Principal to lead</p> <p>Principal to lead</p>	<p>Term 1</p> <p>Term 3</p> <p>Ongoing</p> <p>Ongoing</p>	<p><b>6 months:</b></p> <p><input type="checkbox"/> A staff meeting has taken place to review the Assessment Schedule.</p> <p><input type="checkbox"/> PLTs have taken place to interpret the curriculum standards and evaluate assessment data. These have been used as the basis to practice writing strong learning intentions and success criteria.</p> <p><b>12 months:</b></p> <p><input type="checkbox"/> Teachers have evaluated 2017 NAPLAN data and identified trends in skills areas for Reading and Numeracy.</p> <p><input type="checkbox"/> Teacher planning documents show evidence of strong learning intentions and success criteria based on the curriculum standards and assessment data.</p> <p><input type="checkbox"/> As for 6 months.</p>	●	<ul style="list-style-type: none"> <li>This work closely aligns to Improvement Initiative One around an instructional model. (ie: if we are going to implement an instructional model with learning intentions and success criteria, then teachers need the skills to be able to interpret assessment data and develop strong learning intentions from this).</li> <li>Staff have participated in a PLT, looking at our 2016 NAPLAN skill assessed data for reading. As a staff team we interpreted what the data was telling us and then developed learning intentions and success criteria for each class to address the identified cohort weaknesses (eg: inference).</li> <li>Once 2017 NAPLAN data becomes available, we will be increasing the rigour of this work, including having each teacher running a PLT on using assessment data to develop learning intentions and success criteria. We will also use this to then plan and deliver teaching sequences based on this data, LIs and SCs.</li> <li>At this stage, observable changes in practice include teacher planning documents including stronger learning intentions and success criteria.</li> </ul>																																																						



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	To enhance strong and positive relationships between everyone in the school community.																		
<b>IMPROVEMENT INITIATIVE/S</b>	Community engagement in learning – Parents and carers as partners & Building communities.																		
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[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]			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]													
<b>Parents and carers as partners &amp; Building communities.</b> Build strategies to enhance both home and school partnerships and those with the wider community.	<input type="checkbox"/> Develop an Action Plan for the establishment of a Playgroup at the school. <input type="checkbox"/> Consult with other schools who have successfully established a playgroup and DET Early Years staff. <input type="checkbox"/> Purchase resources for Playgroup.	Principal & School Council	Semester 1	<b>6 months:</b> <input type="checkbox"/> An Action Plan has been developed for the Playgroup. <b>12 months:</b> <input type="checkbox"/> By the end of 2017 the Playgroup will have begun. <input type="checkbox"/> The school website has been updated to include a greater range of school documentation and information and it is more visually appealing.	●	<ul style="list-style-type: none"> <li>The actions here have changed as another community organisation in Goornong has started a playgroup.</li> <li>Our action is now to work with this community organisation to establish a partnership which will still enable to school to achieve its purpose of creating a positive connection with playgroup families.</li> <li>The reconstruction of the school's website is in progress and we have a number of Apps which we are currently reviewing.</li> </ul>	\$2,000												
	<input type="checkbox"/> Enhance the school website and expand the range of communication approaches to parents and the wider community.	Principal	2017	<input type="checkbox"/> A digital communication system is in place and used to communicate with families regarding the school.			\$1,000												



# 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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Considerations for 2018:</b>				

