Annual Implementation Plan: for Improving Student Outcomes

School name: Clayton South primary School

School number: 4384

Year: 2017

Based on strategic plan: 2016-2019

Endorsement:

Principal: Susan McSweeney

Senior Education Improvement Leader: Jennifer McCrabb

School Council President: Hulya Canpolat

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
• **To maximise student individual learning growth and outcomes with a focus on Literacy and Numeracy.** • **To improve the capacity of students to be more engaged personal learners who are challenged and encouraged to achieve their personal best.** • **Ensure all members of the school community feel they are in a safe and supportive learning environment** • Plan, allocate and share resources in ways that use them to the greatest effect, and that demonstrate value, equity and responsiveness to our school needs.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Evaluating impact on learning	✓
	Building practice excellence	✓
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:
In our first year of our Strategic Plan much was established and developed to optimize student learning. Clayton South will continue on the journey of become a high performing school that recognises the importance of working together to achieve the purpose of learning for all. Teachers with strong knowledge and skills have the highest impact on learning and student engagement and motivation. Our aim is for teachers and the Principal, together with the students and the school community, exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.

Key improvement strategies (KIS).

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	• *Build consistency and quality of teaching practice across the school.* • *Allocation of time and resources for teaching teams to plan, evaluate and reflect together.*
Evaluating impact on teaching	• *Continue to strengthen our use of student data and feedback to evaluate student progress, monitor the impact of teaching and adjust learning programs and interventions.*

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	• **To maximise student individual learning growth and outcomes with a focus on Literacy and Numeracy.** • **To improve the capacity of students to be more engaged personal learners who are challenged and encouraged to achieve their personal best.**
IMPROVEMENT INITIATIVE	Evaluating Impact on Teaching and Building Practice Excellence
STRATEGIC PLAN TARGETS	• **In all year levels across the school, increase the percentage of students achieving above the expected Victorian Curriculum level/teacher judgement with 30% achieving above the expected level by 2019.** • **In all year levels across school reduce the percentage of students achieving 0.5 or more below the expected level.** • **To have Year 3 and Year 5 NAPLAN matched cohort equal or exceed the State growth in Literacy and Numeracy.** • **Increase the percentage of students deemed capable of achieving in the top two NAPLAN bands for reading, writing, spelling, grammar & punctuation and numeracy for both Year 3 and Year 5.**
12 MONTH TARGETS	**25% of the students achieving above expected level in Victorian Curriculum/Teacher judgements.** **18% or less of the students achieving 0.5 or more below expected level in Victorian Curriculum/Teacher judgements.** **30% of the students achieving in Band 4 or above (year 3) and Band 6 or above (year5) in NAPLAN in all areas.**

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD

Build consistency and quality of teaching practice across the school
 	
Allocation of time and resources for teaching teams to plan, evaluate and reflect together.
	• Work in teams across year levels and subject areas to develop comprehensive whole school teaching and learning programs based on the Victorian Curriculum.
	   o This will include documenting teaching and learning practices and techniques to be adopted school wide.
	   o Aligning teaching programs so that each year students build on skills and knowledge from the previous year.
	• Strengthen data literacy including data collection and analysis techniques and use of data for goal setting.
	• Master the use of evidence-based strategies through professional learning, meeting time and feedback. This will include modelling and sharing of the most effective practice.
	• Develop expertise across different feedback modes between colleagues, students and parents.
	• Classroom teachers to undertake classroom observations and provide feedback to each other.
	• Collect, document and share evidence about what works. Integrate findings into performance management and professional development processes.
	• Develop a school network project that includes a 'Communities of Practice' where knowledge and resources are shared.
	• Differentiate staff professional learning - Build distributive leadership by encouraging teams to lead PD
		Leadership Team and level leaders	Throughout the year	Curriculum planning and documentation includes summative and formative assessment and scope and sequence charts based on the Victorian Curriculum.
				
				Peer observation is used as a model for providing effective feedback
				
				Teaching teams develop, plan and moderate student work using student achievement data
				
				A schedule of professional learning is established that meets the needs of all teachers and the school by focusing on their learning needs and allocating teachers into professional learning teams accordingly.
				
				There is a whole-school approach to developing evaluative practice. Teaching teams work together intensively, and with guidance from leaders and experts, to continuously adapt their teaching.
				
				Schools use student learning data for strategic planning of teacher professional development.
				
				Professional learning targets delivers improvement through reflection, feedback and coaching.
					🔴 🟡 🟢	Professional learning is aligned with the FISO goals and priorities.
						
						Teachers clearly demonstrate their understanding of the link between their practice and student learning. They use student achievement data to identify areas for improvement, in teacher practice.
						
						Teachers make, moderate and document consistent judgments about the effectiveness of their classroom practice to reduce variability between classes.
							PD budget $20000
							
							English budget $6100
							
							Mathematics budget $5000
							
							Higher duties for ICT, English and Numeracy leaders $3000	

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Section 3: Improvement Initiatives

STRATEGIC PLAN GOALS	• **To maximise student individual learning growth and outcomes with a focus on Literacy and Numeracy.** • **To improve the capacity of students to be more engaged personal learners who are challenged and encouraged to achieve their personal best.**
IMPROVEMENT INITIATIVE	Evaluating Impact on Teaching and Building Practice Excellence
STRATEGIC PLAN TARGETS	• **In all year levels across the school, increase the percentage of students achieving above the expected Victorian Curriculum level/teacher judgement with 30% achieving above the expected level by 2019.** • **In all year levels across school reduce the percentage of students achieving 0.5 or more below the expected level.** • **To have Year 3 and Year 5 NAPLAN matched cohort equal or exceed the State growth in Literacy and Numeracy.** • **Increase the percentage of students deemed capable of achieving in the top two NAPLAN bands for reading, writing, spelling, grammar & punctuation and numeracy for both Year 3 and Year 5.**
12 MONTH TARGETS	**25% of the students achieving above expected level in Victorian Curriculum/Teacher judgements.** **18% or less of the students achieving 0.5 or more below expected level in Victorian Curriculum/Teacher judgements.** **30% of the students achieving in Band 4 or above (year 3) and Band 6 or above (year5) in NAPLAN in all areas.**

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	**Evidence of impact**	**Budget**	
							Estimate	**YTD**
Continue to strengthen our use of student assessment data and feedback to evaluate student progress, monitor the impact of teaching and adjust learning programs and interventions.	• Use the Victorian Curriculum achievement standards to monitor student progression and adjust learning programs to ensure they are based on consistent professional judgements while evaluating the impact of teaching on student learning. • Teachers will collaborate within and across year levels to ensure consistency of curriculum delivery, including strategies for teacher judgements. They will develop expertise in diagnosis and goal setting and become familiar with the Victorian Curriculum. Programs will be regularly monitored and adjusted based on performance data. • Strong scope and sequence documents will be developed/reviewed. This will mean a common approach will be developed; that everyone follows that is matched to the curriculum. • Expand personalised learning to assist students with setting relevant and challenging learning goals. • Audit and update curriculum units aligned with the scope and sequence, ensuring they include the use of ICT, student personalised learning for maximum engagement • Continue to build relationships with local Secondary Schools. • Use Accelerus Program for student data collection and monitoring of student progress. • School Leadership Team to meet regularly and drive student improvement agenda.	Principal- SM Literacy Leader- FH Numeracy Leader- LM	Throughout the year	Shared planning time and APT time built into schedule. Moderation activities in PLT meetings. Evaluated and modified documented agreed scope and sequence curriculum against the learning standards. Provided opportunities for staff to discuss specific interventions and their implementation during PLTs. Ongoing process/PD during the year. Student Achievement teacher judgement data is more accurate- see Accelerus graphs Staff have participated in walkthroughs with a focus on literacy and numeracy. Staff have visited other schools to see teaching practice. The target of 25% of students achieving above the expected level in teacher judgements has been achieved. The target of 30% of the students achieving in Band 4 or above (year 3) and Band 6 or above (year5) in NAPLAN in all areas has been achieved.	🔴 🟡 🟢	Teaching teams work together to implement a range of effective assessment strategies to diagnose student learning and progress. –PLT meeting Teachers undertake a regular assessment regime that is consistent across the school and that strengthens teaching and learning. – assessment schedule Teachers work together to develop effective strategies to monitor and diagnose changes in student learning and progress, individually and collectively. – focus of PD during the year Teachers use evidence of student learning and feedback from peers and students to reflect on their own development and professional learning. Clayton South model for Speaking and Listening, Spelling and feedback developed. Scope and Sequence for Inquiry, Mathematics and English developed F-6. The whole school community knows the priorities and actions being pursued by the school.	PD budget $20000 English budget $6100 Mathematics budget $5000 Higher duties for ICT, English and Numeracy leaders $3000	

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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: