

Annual Implementation Plan: for Improving Student Outcomes

School name: Devon Meadows Primary School

Year: 2017

School number: 3924

Based on strategic plan: 2016-2019

Endorsement:

Principal - Wayne Lovie

Senior Education Improvement Leader - Peter Greenwell

School council - Rebecca Griffiths

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"> To achieve high quality educational outcomes for all students, with a particular focus on English and Mathematics. To have highly motivated, inspired and engaged students who understand what they are learning and who strive to do their best. To improve student attendance across the school and reduce student lateness. To improve student perception of classroom behaviour and student safety in a secure and stimulating environment. To make the best use of the resources available to the school (human, physical, financial, time, space and materials) to maximise learning outcomes for students.

Improvement Priorities	Improvement Initiatives	✓
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.

Excellence in Teaching and Learning: The impact of the focus on teaching reading across the school and in particular the implementation of the Fitzroy Readers pedagogical approach in the Junior School has had a positive impact. The evidence for this is the number of students in the Junior School who are reaching the expected level or above this year compared to last year using the PM Benchmarking. Further evidence that our initiatives in reading are having an impact is the NAPLAN data for year three and year five this year improving significantly as well as the relative gain in reading shown by students from 2014 – 2016 being positive and outperforming the state. Given this evidence we will continue to implement the Fitzroy Readers in the Junior School and next year in the Middle School. Further evidence of the early success indicators is the feedback on self-efficacy in relation to teaching reading from members of the Action Research Team.

The evidence about student writing is emphatic. Students are not performing as well as we want them to. The 2016 NAPLAN results confirm this and we conducted a survey in term 2 with all of our students about their attitude to writing. The school will be adopting a consistent whole school pedagogical approach to teaching and producing student writing in an engaging and supportive way, which will complement our focus on building student vocabulary and speaking and listening skills.

Curriculum Planning and Assessment:
 We will continue to use and further refine our collaborative team approach as part of being a Professional Learning Community.



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)
<ul style="list-style-type: none"> • Building practice excellence. • Curriculum planning and assessment. 	<ul style="list-style-type: none"> • Introduce the Fitzroy Readers into the Middle School. Staff have already undertaken professional development. • Introduce the VCOP pedagogical approach to teaching writing across the school. • Continue to implement the Art and Science of Teaching across the school. • Continue to refine the collaborative team approach as part of our Professional Learning Community.
<ul style="list-style-type: none"> • Building Leadership Teams. 	<ul style="list-style-type: none"> • Continue to build the capacity of each collaborative team leader. • Continue to build the capacity of each team member of the collaborative team. • Continue to provide collaborative teams to meet each week and to use a consistent approach to team meetings which includes the agreed format and norms. • Continue to provide opportunity for teachers to lead across the school.



Framework for Improving Student Outcomes

Published: February 2016

Section 2: Improvement Initiatives - Achievement

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		<ul style="list-style-type: none"> To achieve high quality educational outcomes for all students, with a particular focus on English and Mathematics. 						
IMPROVEMENT INITIATIVE		<p>Excellence in Teaching and Learning.</p> <ul style="list-style-type: none"> Building practice excellence. Curriculum planning and assessment. 						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> By 2019, 90% of students will be performing at the expected level or above based on teacher judgement of student achievement against Victorian Curriculum in Reading, Writing and Mathematics. By 2019, to have at least 75% of students achieving in the medium and high relative growth category in NAPLAN, Reading, Writing and Numeracy. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Reading: 2017 NAPLAN Relative Growth – 85% of students achieving in the middle to high growth. Writing: 2017 NAPLAN Relative Growth – 65% of students achieving in the middle to high growth. 90% of students at the expected Victorian Curriculum level in reading and mathematics based on teacher judgement. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
		Estimate	YTD					
Implement an evidence based teaching and learning model across the school.	<ul style="list-style-type: none"> In term 1, complete the introduction of the remaining design questions during a professional development session of The Art and Science of Teaching. 	Principal. School Improvement Team and Team Leaders.	By week four of term 1.	6 months: Collaborative teams using the design questions as part of their collaborative planning as evidenced in team planning documents. There will be a direct link in planning documents to one of the design questions. Teachers will have considered this design question in relation to their classroom practice and will be reflected in teaching practice.	● ● ●	<ul style="list-style-type: none"> Collaborative teams utilising the design questions as part of their planning. Teachers referring to and reflecting on design questions in their planning and practice as part of performance reviews as part of a common language in use by teachers. 		
				12 months:	● ● ●			
Embed whole school pedagogical practices in the teaching of English and Mathematics.	<ul style="list-style-type: none"> Introduce the Fitzroy Readers method into the Middle School. Set up as an action research project in the middle school. Continue to monitor progress in Junior School. Middle School action research team to meet to monitor progress at least once each term. Introduce the VCOP and Big Write pedagogical approach to teaching writing across the school via a joint professional development day with Jells Park PS. Speaking and listening skills and vocabulary building to continue with 	Middle School teachers. SIT All teaching staff. SIT Collaborative	From the beginning of Term 1. PD to take place on 10.2.16 PD in term 1.	6 months: In use in Middle School as evidenced in planning documentation and observable in classroom practices.	● ● ●	<ul style="list-style-type: none"> Fitzroy Readers available and in use by teachers in the Middle and Junior Schools as an integral part of the reading program. Middle and Junior Schools collaborative team planning process and documents to reflect use of Fitzroy Readers as well as CAFÉ approach to teaching reading. Student assessment used in collaborative team planning to inform teaching. Principal and AP to observe students using the Fitzroy Readers work book. 		
				12 months:	● ● ●			
				6 months: VCOP and Big Write being used in classrooms across the school. Students will be engaged in the writing process.	● ● ●		<ul style="list-style-type: none"> Students using and having a deep understanding of the VCOP process and can articulate what each stage means in the writing process and how they use it. <ul style="list-style-type: none"> I will ask a range of students; By discussing student writing with a range of students. Students across the school doing formal 	



	anchor charts and a focus on skill building skills through the practice of 'Chat Time' for students in P-6. Professional development will be provided in term 1.	Teams. All teaching staff.	To continue through the year. Throughout 2017.	12 months <hr/> 6 months: Classroom teachers using the Chat Time (to be re-named) approach. Anchor charts being used by all teachers. These will be visible in each classroom. 12 months:	 	oral presentations using the chat time process. Students will: <ul style="list-style-type: none"> ○ Use cue cards; ○ Speak clearly; ○ Make eye contact with their audience; ○ Students not reading directly from a PowerPoint. 		



Section 2: Improvement Initiatives - Engagement

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To have highly motivated, inspired and engaged students who understand what they are learning and who strive to do their best. To improve student attendance across the school and reduce student lateness. 						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> Positive climate for learning. 						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Increase the school means for the student Attitude to School survey in the following variables: <ul style="list-style-type: none"> ✓ Learning Confidence ✓ Stimulating Learning To be at or above the State mean by 2019. Student attendance mean score in Prep to Year 6 to reduce to 14.5 days by 2019. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Disaggregated absence data showing an average of 16.5 days absence at the end of 2017. Learning Confidence factor in the Attitudes to School Survey to improve from 3.83 in 2016 to 3.9 in 2017. Stimulating Learning factor in the Attitudes to School Survey to improve from 3.49 in 2016 to 3.6 in 2017. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
		Estimate	YTD					
Embed the understandings of what a successful learner looks like with students, parents and teachers.	<ul style="list-style-type: none"> Continued use of Learning Intentions and Success Criteria by all teaching staff. Teachers to regularly unpack and refer to the elements of 'What a Successful Learner Looks Like'. Continue the awards at assembly. Introduce an award for student writing to be presented at assembly. 	Engagement Priority Team Leader and members. All teaching staff. SIT	Ongoing throughout the year.	6 months: Teachers will continue to explain and clarify what the learning intentions and success criteria are with students. Students and teachers will have a clear shared purpose for learning which students will be able to explain. Students will demonstrate the attributes of a successful learner as per the poster.	● ● ●	<ul style="list-style-type: none"> Learning intentions and success criteria are clearly displayed in each classroom; Teachers discuss/unpack with students; Students can articulate what they are learning and the success criteria; There will be a calm and orderly learning environment in each classroom and in learning spaces; Learning confidence and stimulating learning on the Attitudes to School Survey will be improving. 		
				12 months:	● ● ●			
Continue to educate parents and students about the impact of student absences and lateness using the Everyday Counts and other resources in conjunction with the 'It's Not Ok to be Away' slogan and resources alongside the Every Day Counts slogan and resources.	<ul style="list-style-type: none"> Continue with the It's Not OK to be Away raffle each week. Examine the disaggregated 2016 attendance data and analyse to explore reasons why students are absent. Publish the documents about the impact of student absences and late arrivals in the newsletter on a regular basis. Twice each term. Add this to our web site. Continue morning award over the PA. A letter to parents at the beginning of the year from principal explaining why we are targeting student attendance and lateness. 	All teachers. Engagement Team. SIT	From the beginning of term 1, 2017 and throughout the year.	6 months: Engagement priority team will have examined the disaggregated absence data and be acting on the findings. Student absence and late arrival data declining.	● ● ●	<ul style="list-style-type: none"> Aggregated student absence data will be improving. 		
				12 months:	● ● ●			
Create stimulating learning environments in consultation with students.	<ul style="list-style-type: none"> Teachers to discuss with students on a regular basis (at least twice each term) what they see as a stimulating learning. Introduce a writing award to be awarded at assembly each term. Continue Successful Learner awards at assembly. 	All teachers. Engagement Team. SIT	From the commencement of term 1, 2017.	6 months: Teachers will have discussed and brainstormed with students about what they want in an engaging learning environment. Visually students will be working in their learning spaces in an engaged manner.	● ● ●	<ul style="list-style-type: none"> Principal consultation via focus groups with students and teachers about stimulating learning will indicate student engagement in learning. Writing awards being awarded at school assemblies each term. 		
				12 months:	● ● ●			
				6 months:	● ● ●			





Section 3: Other Improvement Model Dimensions - Wellbeing

STRATEGIC PLAN GOALS		To improve student perception of classroom behaviour and student safety in a secure and stimulating environment.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate for Learning.						
STRATEGIC PLAN TARGETS		To improve the outcomes for the following variables of the Attitudes to School Survey. <ul style="list-style-type: none"> Classroom Behaviour factor to 3.4 in 2019. Student Safety factor to 4.35 in 2019. 						
12 MONTH TARGETS		To improve the outcomes for the following variables of the Attitudes to School Survey. <ul style="list-style-type: none"> Classroom Behaviour factor in the Attitudes to School Survey to improve from 2.72 in 2016 to 2.82 in 2017. Student Safety factor in the Attitudes to School Survey to improve from 4.29 in 2016 to 4.35 in 2017. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
					● ● ●		Estimate	YTD
To investigate and implement a Social/Emotional Learning Program in 2017	<ul style="list-style-type: none"> School wellbeing priority team to visit schools and complete necessary PD to determine the best program for D.M.P.S. This is in line with the next module of Kids Matter. Decide on the best program to meet the needs of our students and offer PD for staff, parents and wider community. Introduce the Social/Emotional program in term 2 2017 	Student Wellbeing Priority Team	A Social/Emotional program to be introduced at the start of term 2.	6 months: A Social/Emotional Program introduced and being taught on a weekly basis.	● ● ●	<ul style="list-style-type: none"> A social & emotional learning program will have been identified which will meet the needs of students. The above program being trialled in the Senior School by commencement of term 2. 		
		School Improvement Team		12 months: An improvement in the Student Behaviour Variable in the Attitudes to School Survey.(2.82)	● ● ●			
To implement 'Circle Time' across the whole school	<ul style="list-style-type: none"> Whole staff PD All grades to implement Circle Time on an as needs basis 	Student Wellbeing Priority Team	Staff PD early in term 1.	6 months: Circle Time introduced in all grades and being used by teachers.	● ● ●	<ul style="list-style-type: none"> Regular Circle Time in use in each classroom. Classroom behaviour variable in the Attitudes to School Survey improving. 		
		Principal Classroom Teachers	All grades using Circle Time by the middle of term 1.	12 months: The need for regular Circle Time decreases as it has a positive impact on all students.	● ● ●			
For each class to develop a list of "1%ers" based on the small but important things to improve classroom behaviour and organisation.	<ul style="list-style-type: none"> Classroom teachers to develop a list of required behaviours and organisational skills with their students Posters laminated and placed in each grade Classroom teachers to revisit the list weekly and as the need arises. Any CRTs are required to read through the list at the start of each day. 	Student Wellbeing Priority Team		6 months: 1%er list developed in each grade. Teachers to have conducted a pulse check on student perception of classroom behaviour.	● ● ●	<ul style="list-style-type: none"> Calm and orderly classrooms and learning spaces. Learning spaces being optimised by students and teachers consistent with the 'one percenters' list prepared by each classroom. 		
		Classroom Teachers		12 months: An improvement in the Student Behaviour variable in the Attitudes to School Survey (2.82)	● ● ●			
To develop a student forum to discuss and implement strategies around student safety.	<ul style="list-style-type: none"> Student Wellbeing Team choose a Student Focus Group with a large cross section of the school. Student Focus Group to meet once a term to discuss strategies to improve student safety. 	Student Wellbeing Priority Group		6 months: Regular meetings once a term.	● ● ●	<ul style="list-style-type: none"> Regular student forum meetings (two per term) taking place. Student Safety variable in the Attitudes to School Survey improving. Students reporting to assembly. 		
				12 months: An improvement in the Student Safety	● ● ●			



	<ul style="list-style-type: none"> Student Focus Group to report to the whole school assembly as the need arises. 			variable in the Attitudes to School Survey (4.35)				
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Section 3: Other Improvement Model Dimensions - Productivity

STRATEGIC PLAN GOALS	To make the best use of the resources available to the school (human, physical, financial, time, space and materials) to maximise learning outcomes for students.
OTHER IMPROVEMENT MODEL DIMENSIONS	<ul style="list-style-type: none"> Professional Leadership
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> To have highly effective teaching and learning teams developed through providing time to support teachers to: plan, assess and moderate together using the collaborative team approach based on the PLC model. To identify and develop leadership capacities and roles within the school.
12 MONTH TARGETS	<ul style="list-style-type: none"> For each collaborative team to be meeting regularly using the collaborative team approach. The School Improvement Team meeting regularly each term and will be effectively managing the school improvement initiatives. Priority Teams meeting regularly each term to monitor progress of each team's area of the AIP and to plan for initiative implementation. For leadership to be distributed across the school.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Teachers will be working as part of a collaborative team to plan student learning using the agreed approach with agreed meeting norms.	<ul style="list-style-type: none"> Teams to meet each week during allocated time. Collaborative teams to have a focus on student learning. Collaborative teams to identify students who need more time and support for learning. Collaborative teams to identify students who need to be extended in their learning. Collaborative teams identify strategies to improve individual and collective ability to teach essential skills and concepts. 	Collaborative Team Leaders. Collaborative Team members. SIT	From beginning of term 1, 2017 and throughout each week.	6 months: Teams following the collaborative team approach to planning. Using agreed norms. Using fine grained evidence to cater for the needs of students. Changes will be in the consistency of the collaborative team approach from one team to the other.	● ● ●	<ul style="list-style-type: none"> Team meetings scheduled and taking place and using the time to impact on student learning using a collaborative approach. This will be observable by prin. and ap. during routine visits. Teachers will be able to articulate their collaborative team process and how data is used. 		
				12 months:	● ● ●			
Continue with the process of becoming an accredited PLC.	<ul style="list-style-type: none"> Conduct pulse check surveys for the Safe and Collaborative Culture with staff ,parents and students throughout Semester One using the resources from, High Reliability Schools Framework by Marzano. 	Principal and AP.	From commencement of term 2, 2017.	6 months: Pulse check data collected, collated and analysed. Evidence of acting on findings from pulse checks.	● ● ●	<ul style="list-style-type: none"> Pulse checks completed and being acted upon with aim to improve the culture of collaboration. 		
				12 months:	● ● ●			
Targeted professional development based on the KIS in the 2017 AIP.	<ul style="list-style-type: none"> Professional development in VCOP and the Big Write provided for in budget. Professional development in the use of Chat Time. Professional development in Fitzroy Readers. Professional development in collaborative team approach – time allocated each week for this to occur. Professional development in Social Emotional learning program provided for in budget. 	Principal and SIT.	From commencement of term 1, 2017 and throughout 2017.	6 months: VCOP, Chat Time, Fitzroy Readers PD completed and being implemented across the school by teachers.	● ● ●	<ul style="list-style-type: none"> Professional development has taken place and is changing teacher practice in teaching reading and writing. This will be visible in classroom practices as well as in planning documents and in discussions with teachers. 		
				12 months:	● ● ●			
SIT monitoring progress of AIP.	<ul style="list-style-type: none"> Time allocated for the SIT and Priority Teams to meet each term. SIT using the Continua for School Improvement to inform progress of school improvement initiatives. 	Principal and SIT.	In term 2 and term 4.	6 months: SIT and priority teams having met at least once per term for semester one and are actively monitoring the progress of initiatives.	● ● ●	<ul style="list-style-type: none"> School Improvement Team meeting at least once each term and monitoring the progress of the 2017 AIP and the impact on teacher practice and student outcomes. 		





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	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	Yes	Select status	
	Evidence-based high impact teaching strategies	Yes	Select status	
	Evaluating impact on learning	Yes	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Yes	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:				

