

Annual Implementation Plan: for Improving Student Outcomes

School name: Dromana Primary School

Year: 2017

School number: 184

Based on strategic plan: 2015-2018

Endorsement:

Principal: Bruce Mesley: 23-1-17

Senior Education Improvement Leader: Cheryl Chapple [date]

School council: Ben Robertson

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 improve teacher knowledge of the Victorian mathematics curriculum to ensure that evidenced based strategies are used and instructional materials are engaging, developmentally appropriate and challenging for all students. To build student engagement in, and ownership of, their learning. To ensure the school has a collective vision to share with the students and staff and the school community. 	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.

Simply put: **Dromana P.S. is to attain Excellence in teaching and learning-Building practice excellence** because this is paramount to ongoing professional learning and becoming an excellent teacher. Professional learning will focus on teacher and student learning and monitoring its impact over time. The schools self-evaluation of 2015 indicated a need to improve student achievement and growth in mathematics. We have also chosen to focus on the initiative 'Positive Climate for Learning'-Empowering students and building school pride because student drive, motivation and confidence are essential in developing the learning potential of our Community of learners. All staff at D.P.S will be leaders of 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)
Excellence in teaching and Learning – Building practice excellence	<ul style="list-style-type: none"> Full implementation of an agreed 4 stage instructional model for mathematics Build consistency and quality teaching practice in mathematics across each level and through the entire school. Deepen teacher content knowledge in the teaching of writing and reading



Positive Climate for learning – Empowering students and building school pride	<ul style="list-style-type: none">• Staff to fully communicate student learning with parents and carers• Students to fully develop an understanding of themselves as learners.• To integrate positive mindset, social and emotional teaching and learning throughout all curriculum areas.• Improve student attendance.

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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 teacher knowledge of the Victorian mathematics curriculum to ensure that evidenced based strategies are used and instructional materials are engaging, developmentally appropriate and challenging for all students						
IMPROVEMENT INITIATIVE		Excellence in teaching and learning - Building Practice excellence						
STRATEGIC PLAN TARGETS		<p><u>KIS 1-2016 Benchmark</u></p> <ul style="list-style-type: none"> Use of data to create consistency of teacher judgement and inform teaching and inform point of need learning in mathematics. <p><u>KIS 2-2016 Benchmark</u></p> <ul style="list-style-type: none"> Build teacher capacity for a whole school approach to focused teaching and learning of Numeracy sessions via implementation of The Nadia Walker 4 stage numeracy session. This will be done via professional learning through an internalised approach in our school based learning facility <p><u>KIS 3-2016 Benchmark</u></p> <ul style="list-style-type: none"> Develop a whole school assessment schedule in line with the Victorian Curriculum. 						
12 MONTH TARGETS		Attitude to school survey / Parent Opinion Survey / NAPLAN data / School Staff Survey / Reviews / Student feedback / Peer observations / Summative assessment / Teacher judgements						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[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]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	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]		
<ul style="list-style-type: none"> Use of data to create consistency of teacher judgement and inform teaching for point of 	<ul style="list-style-type: none"> Clarify the purposes, processes, and responsibilities for the use of Compass. Use of Compass learning tasks that are aligned with the school's 	Leadership team Curriculum Team PLTs	All year	6 months: <ul style="list-style-type: none"> Data is administered, recorded and diagnosed accurately through use of Compass All students will have completed the scheduled assessments according to the whole school assessment schedule. 	● ● ●	<ul style="list-style-type: none"> All teaching staff administer, record and evaluate data through the analytics component of the Compass portal. This provides point of need instruction at all levels F to 6 and in Numeracy learning areas. 		



<p>need learning in mathematics.</p>	<p>assessment schedule</p> <ul style="list-style-type: none"> Evaluate these tools for functionality, impact and outcomes. Reflect on these processes. Share data between year levels to inform explicit teaching at point of need Use of data to create consistency of teacher judgement and inform teaching at point of need learning Assessment data is stored, archived as well as retrieved by staff at a year level, class level as well as individual level to monitor specific growth across all curriculum learning areas according to the Victorian curriculum. Establish whole school diagnostic testing within the whole school assessment schedule 	<p>Teaching Teams</p>		<ul style="list-style-type: none"> Moderation will occur across the school Consistent use of agreed assessment tools in numeracy, Enhanced teacher objectivity and confidence in making judgements against the Victorian Curriculum 		<ul style="list-style-type: none"> New analytics feature has been enabled via the Compass module. Reporting committee has designed and created a whole school resource for assessment via learning tasks in numeracy. NAPLAN and PAT (Maths, Reading and Spelling) data referenced by all levels during level team PDPs and focussed upon in terms of guiding future teaching foci as well as student enrolment for intervention programs such as GRIN (Maths(and LLI (literacy). All staff have followed the D.P.S. assessment schedule and loaded that data onto Compass. Consistent use of pre- and post-testing in numeracy has supported differentiation across whole school numeracy program. 		
				<p>12 months:</p> <ul style="list-style-type: none"> Data is administered, recorded and diagnosed accurately through use of Compass All students will have completed the scheduled assessments according to the whole school assessment schedule. Moderation will occur across the school Consistent use of agreed assessment tools in numeracy, Enhanced teacher objectivity and confidence in making judgements against the Victorian Curriculum 	<p>● ● ●</p>	<ul style="list-style-type: none"> All teaching staff administer, record and evaluate data through the analytics component of the Compass portal. This provides point of need instruction at all levels F to 6 and in Numeracy learning areas. New analytics feature has been enabled via the Compass module. Reporting committee has designed and created a whole school resource for assessment via learning tasks in numeracy. NAPLAN and PAT (Maths, Reading and Spelling) data referenced by all levels during level team PDPs and focussed upon in terms of guiding future teaching foci as well as student enrolment for intervention programs such as GRIN (Maths(and LLI (literacy). All staff have followed the D.P.S. assessment schedule and loaded that data onto Compass. 		



						<ul style="list-style-type: none"> Consistent use of pre- and post-testing in numeracy has supported differentiation across whole school numeracy program. 		
<ul style="list-style-type: none"> Build teacher capacity for a whole school approach to focused teaching and learning of Numeracy 	<ul style="list-style-type: none"> implementation of The Nadia Walker 4 stage numeracy session Professional learning through an internalised approach in school based learning centre Outsource professional development using a numeracy consultant to deepen teacher understanding of number in the Victorian Curriculum and create a continuum of developmental skills for best practice in the teaching of number. <p>Professional Development budget.</p> <ul style="list-style-type: none"> All classroom teachers to use Nadia Walker (4 part lesson structure) as the consistent method of teaching numeracy sessions. All Levels to plan Numeracy collaboratively. 			6 months:		<ul style="list-style-type: none"> Staff survey indicates that all teachers are implementing the agreed instructional model. Peer observations documents show all teachers are implementing the instructional model. Principal class observations record all maths lessons follow the instructional model 		
				12 months:		<ul style="list-style-type: none"> Continuum showing content and skills for the teaching of Number is developed Planning in number and geometry reflects an understanding of Nadia Walker four part lesson structure Principal class discussions at end of cycle reviews reveal the degree of collaboration in the planning of number 		



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To build student engagement in, and ownership of, their learning.
IMPROVEMENT INITIATIVE	<ul style="list-style-type: none"> To build student engagement in, and ownership of, their learning.
STRATEGIC PLAN TARGETS	<p><u>KIS 1. 2016 Benchmarks:</u></p> <ul style="list-style-type: none"> Reduce student absence each year so that by 2020, student attendance is at or above state level <p><u>KIS 2. 2016 Benchmarks:</u></p> <p>Improve the Attitude to School Survey for years (5&6):</p> <ul style="list-style-type: none"> student motivation up from 74th percentile school connectedness up from 83rd percentile learning confidence up from 74th percentile classroom behaviour up from 20th percentile <p>Improve the Parent Opinion survey results in:</p> <ul style="list-style-type: none"> student motivation up from the first quartile (13.7) school connectedness up from the first quartile (7) <p><u>KIS 3. 2016 Benchmarks:</u></p> <p>The School staff survey (School Climate Module)</p> <ul style="list-style-type: none"> trust in students and parents variable to be at or above the 75th percentile (64) parent and community involvement to be at or above the 85th percentile (80) collective focus on student learning to be at or above the 90th percentile (83) Academic emphasis to be at or above the 75th percentile (67)
12 MONTH TARGETS	[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	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]		
Improve student attendance	<ul style="list-style-type: none"> Push out the <i>Compass attendance</i> initiative Newsletter articles for families stressing the importance of school 	Everyone	2017	6 months: <ul style="list-style-type: none"> Compare the 2016 – 2017 student attendance data for mid-year reports. Newsletter articles twice each term focus on attendance 	● ● ●	Improved student attendance 2016 - 2017		



	<p>attendance in relation to academic learning and social development</p> <ul style="list-style-type: none"> Daily data collection of student absences to be examined monthly Parents to be contacted by AP after 3 days absence in any one term <p>Written comment to be made about attendance on both the semester reports</p>			<ul style="list-style-type: none"> Once each term the theme at assembly will focus on attendance <p>Student awards are presented at the end of term assembly for students with excellence attendance</p> <p>12 months: Compare the 2016 – 2017 student attendance data for end of year reports.</p>	● ● ●	Student attendance improves for all year levels.		
Students to develop an understanding of themselves as learners	<ul style="list-style-type: none"> With teacher support students plan their own number goal and wellbeing goal. Students track their number goal and wellbeing goal and celebrate their successes at the student led conferences held twice a year. Opportunities are provided for students to give feedback to teachers about their learning in all curriculum areas Implementation of the Positive Minds program at Dromana P.S. 	Everyone	2017	<p>6 months:</p> <ul style="list-style-type: none"> Student's goals are visible to the learner Teachers can present feedback from students at the mid cycle review Students can articulate their goals at student led conferences <p>Principal class chats indicate that students know what they need to learn in number</p>	● ● ●	<ul style="list-style-type: none"> During peer observations teachers note that all students can speak about their number goals. Parent survey indicates that they are aware of their child's number goals <p>Staff survey indicates that all students know their number goals</p>		
				<p>12 months:</p> <ul style="list-style-type: none"> Student's goals are visible to the learner Teachers can present feedback from students at the end of cycle review <p>Students Compass portfolios show that students have made progress towards their goals.</p>	● ● ●	<ul style="list-style-type: none"> During peer observations teachers note that all students can speak about their goals. <p>Students self- assessments show students can articulate their learning progress in number.</p>		
Staff communicate about student learning with parents and carers	<ul style="list-style-type: none"> Information nights Curriculum newsletter item after planning days Parent teacher interviews Compass Chronicle entries by staff Student led conferences Forums 	Everyone	2017	<p>6 months:</p> <ul style="list-style-type: none"> Attendance at parent information sessions Feedback on curriculum newsletter articles Parent feedback on written reports Parent attendance at student led conferences 	● ● ●	<ul style="list-style-type: none"> Parent opinion survey – reporting variables Dromana primary School Parent Survey; communication and student wellbeing questions 1. 2. 4. Parent survey indicates that parents know what their child is learning and needs to learn. 		
				<p>12 months:</p> <ul style="list-style-type: none"> Attendance at Forums / school events Feedback on curriculum newsletter articles <p>Parent feedback on written reports</p>	● ● ●	<ul style="list-style-type: none"> Parent Opinion survey shows improvement in mean factor scores for Reporting: 		
Integrate social and emotional health teaching and learning throughout the curriculum	<ul style="list-style-type: none"> Fully integrate the Positive Minds program int all class levels at Dromana Primary School. By the end of semester two students will be able to self-regulate their use of the smiling minds app. 	Everyone	2017	<p>6 months:</p> <ul style="list-style-type: none"> Feedback to staff from Principal chats with students <p>Planning documents indicate time is allocated to respectful relationships</p>	● ● ●	<ul style="list-style-type: none"> Changing behaviour in students both in classroom and yard from the consistent impact of the Positive Minds program 		
				<p>12 months:</p> <ul style="list-style-type: none"> Feedback to staff from Principal chats with students <p>Planning documents indicate time is allocated to respectful relationships</p>	● ● ●	<ul style="list-style-type: none"> Improvement in the Attitudes to School survey – morale and distress variables. Years 5-6 2016 student distress 5.90 Years 5-6 2016 student morale 5.76 		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

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:				

