

# Annual Implementation Plan: for Improving Student Outcomes

School name: Roberts McCubbin Primary School

Year: 2017

School number: 5419

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Margaret Pickburn [date]

Senior Education Improvement Leader Sharon Saitlik [date]

School council [name] [date]

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"> <li>To improve the achievements of students in literacy and numeracy</li> <li>To provide a learning environment that focuses on high expectations, positive relationships and engagement within the community</li> <li>To build the school's capacity to provide seamless transition between all year levels, entry and graduation</li> </ul>

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:	
<p>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.</p> <p>Excellence in teaching and learning was seen as the key area for the school to develop from the 2014 school review. Student achievement data in reading and spelling in NAPLAN was satisfactory in absolute terms, but growth data indicated a higher than acceptable proportion of students achieving low growth. AUSVELs data still indicates several anomalies as cohort outcomes vary considerably from year level to year level indicating that there is inconsistency around how to assess against the standards.</p> <p>Student engagement data indicated low levels of stimulating learning environment, motivation and learner confidence which were also reflected in the parent survey.</p>	
Key improvement strategies (KIS)	
<p>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.</p>	
Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Strengthen teacher data literacy including data collection and analysis to deliver differentiated and challenging learning for all students</li> <li>Develop expertise in setting learning goals and learning intentions. Revise the staff PL in this area from 2016</li> <li>Moderate assessments of student's learning to ensure they are based on consistent professional judgments within teams and across teams</li> </ul>
Building practice excellence	<ul style="list-style-type: none"> <li>Strengthen and ensure consistency of the implementation of the school's instructional model ( GANAG ) by all staff</li> <li>Embed a process of giving and receiving feedback throughout the school to further develop teaching pedagogy through Peer Observations</li> <li>Share examples of the most effective teaching across teams through PLT's and staff PL sessions</li> </ul>



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Framework for Improving Student Outcomes

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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.

<b>STRATEGIC PLAN GOALS</b>	<b>To improve the achievements of students in literacy and numeracy</b>					
<b>IMPROVEMENT INITIATIVE</b>	<b>Building practice excellence</b>					
<b>STRATEGIC PLAN TARGETS</b>	<p><b>Teacher Judgments</b>            Targets to be measured against 2015 outcomes (Strategic Plan Targets)  <b>85%</b> of students in F-6 to show 12 months or more growth in literacy and numeracy  <b>60%</b> of students to be above expected AusVELS levels (A &amp; B) in Reading, Writing and Numeracy by 2017            For there to be more alignment of achievement between Reading, and Writing and Speaking and Listening  <b>60%</b> of students to be above expected AusVELS levels (A &amp; B) in Speaking and Listening by 2017</p> <p><b>NAPLAN</b>            Relative Growth from Year 3 to Year 5            For there to be a decrease in the number of students in the low growth to 15% and increase in the number of students in the high growth to above 40% in all areas            80% of Year 3 students to be Bands 4-6 for Reading by 2017            80% of Year 3 students to be Bands 4-6 for Writing by 2017            80% of Year 3 students to be Bands 4-6 for Numeracy by 2017            85% of Year 5 students to be Bands 6-8 for Reading by 2017            80% of Year 5 students to be Bands 6-8 for Writing by 2017            80% of Year 5 students to be Bands 6-8 for Reading by 2017            For Teacher Judgments and NAPLAN results to be more aligned by 2017            Teacher Opinion survey means of student learning to trend upwards over the life of the plan</p>					
<b>12 MONTH TARGETS</b>	<p><b>Teacher Judgments (2016)</b>            Targets to be measured against 2015 outcomes  <b>85%</b> of students in F-6 to show 12 months or more growth in literacy and numeracy  <b>60%</b> of students to be above expected AusVELS levels (A &amp; B) in Reading, Writing and Numeracy            For there to be more alignment of achievement between Reading, and Writing and Speaking and Listening  <b>60%</b> of students to be above expected AusVELS levels (A &amp; B) in Speaking and Listening</p> <p><b>NAPLAN</b>            Relative Growth from Year 3 to Year 5            For there to be a decrease in the number of students in the low growth to 20% and increase in the number of students in the high growth to above 40% in all areas            75% of Year 3 students to be Bands 4-6 for Reading            75% of Year 3 students to be Bands 4-6 for Writing            75% of Year 3 students to be Bands 4-6 for Numeracy            80% of Year 5 students to be Bands 6-8 for Reading            75% of Year 5 students to be Bands 6-8 for Writing            75% of Year 5 students to be Bands 6-8 for Reading            For Teacher Judgments and NAPLAN results to be more aligned            Teacher Opinion survey means of student learning to continue to trend upwards</p>					
<b>KEY IMPROVEMENT</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>	



STRATEGIES					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Strengthen and ensure consistency of the implementation of the school's instructional model ( GANAG ) by all staff</b>	<b>What</b> Review the GANAG Instructional Model and the High Impact Instructional Strategies to be used across all area of the school	Principal & A Principal	Terms 1 & 2	6 months: <ul style="list-style-type: none"> <li>Two staff PL sessions held</li> <li>Planning using the GNAG model begun</li> <li>GANAG model visible on redesigned team planners</li> </ul>	●	<ul style="list-style-type: none"> <li>Staff articulating the Instructional Model</li> <li>Planning documents reflecting the use of the model</li> <li>The GANAG model is clearly visible around the school</li> </ul>	N/A	
	<b>How</b> Allocate two staff PL sessions	Leadership Team	Term 1 and on-going	12 months: <ul style="list-style-type: none"> <li>All teams and individual staff using and referring to the GANAG Instructional Model when planning</li> </ul>	●	<ul style="list-style-type: none"> <li>Model is part of all teacher planning</li> </ul> Staff Opinion Survey – increased mean in: <ul style="list-style-type: none"> <li>Guaranteed &amp; viable curriculum from 84.66 to 87.00</li> <li>Academic emphasis from 83.65 to 87.00</li> </ul>	N/A	
<b>Embed a process of giving and receiving feedback throughout the school to further develop teaching pedagogy through Peer Observations</b>	<b>What</b> Continue to embed and review the Peer Observation process throughout the school linking the process in line with staff P&D Plans	Peer Obs Leader	Term 1-4	6 months: <ul style="list-style-type: none"> <li>Staff PL session in Term 1</li> <li>iTunes U post created</li> <li>Staff P&amp;D Plans to reflect Peer Observation process</li> <li>2 Peer Observations completed by all staff</li> <li>Staff to have discussed their Peer Observations as part of their mid-cycle P&amp;D Review</li> </ul>	●	<ul style="list-style-type: none"> <li>100% take up of recording on iTunes U</li> <li>Comments recorded on iTunes U reflecting positive impact of peer observations by staff</li> <li>Staff regularly recording on iTunes U</li> </ul>	N/A	
	<b>How</b> Allocate staff PL session early in the year	ICT Leader	Term 1	12 months: <ul style="list-style-type: none"> <li>All staff to have completed four Peer Observations</li> <li>Staff to have discussed their Peer Observations as part of their End of Cycle P&amp;D Review</li> <li>All staff to have used iTunes U to record the Peer Observations they have made</li> <li>Feedback from staff to indicate strong value in the process</li> </ul>	●	<ul style="list-style-type: none"> <li>Peer Observation is seen as highly effective PL by 90% of staff via staff survey</li> </ul> Staff Opinion Survey – increased means in: <ul style="list-style-type: none"> <li>Collective focus on student learning from 92.00 to 94.00</li> <li>Teacher Collaboration from 75.72 to 78.00</li> <li>Staff trust in colleagues from 85.80 to 88.00</li> </ul>	N/A	
<b>Share examples of best practice in literacy and numeracy teaching</b>	<b>What</b> Staff meetings allocated to sharing of best practice across the school			6 months: <ul style="list-style-type: none"> <li>Staff PL session dedicated to best practice held in Term 2</li> <li>A process for recording examples of best practice established</li> <li>Examples to begin to be recorded</li> </ul>	●	<ul style="list-style-type: none"> <li>Staff willingly sharing their practice</li> </ul>	N/A	
	<b>How</b> Staff PL sessions allocated to share best practice in Terms 2 & 3			12 months: <ul style="list-style-type: none"> <li>Staff PL session dedicated to best practice held in Term 3</li> <li>Samples of best practice F-6 recorded under areas of literacy and numeracy</li> </ul>	●	Staff Opinion Survey – increased means in: <ul style="list-style-type: none"> <li>Academic emphasis from 83.65 to 87.00</li> <li>Collective focus on student learning from 92.00 to 94.00</li> <li>Collective responsibility from 92.18 to 94.00</li> </ul>	N/A	
	<b>What</b> Creating a way to document/record samples of best practice that can be shared							
	<b>How</b> Leadership Team and staff to consider the best process and format for this							



	<p><b>What</b> Engage consultant Deb Sukarna to facilitate PL on writing</p> <p><b>How</b> Whole school curriculum Day in Term 1 followed up with a half day with the Leadership Team Fortnightly PLC meetings to focus on writing</p>			<p>6 months:</p> <ul style="list-style-type: none"> <li>• Whole school Curriculum Day on writing facilitated by Deb Sukarna</li> <li>• Half day Leadership meeting with Deb</li> <li>• Fortnightly PLC meetings to focus on writing</li> </ul> <p>12 months</p> <ul style="list-style-type: none"> <li>• On-going PLC meetings with a focus on writing</li> <li>• Staff meetings in Term 2 and 3 with a focus of sharing best practice</li> <li>• Staff peer observations to have a focus on writing</li> </ul>		<p>NAPLAN:</p> <ul style="list-style-type: none"> <li>• 85% of Year 3 students in Bands 4-6 in 2017</li> <li>• 70% of Year 5 students in Bands 6-8 in 2017</li> </ul> <p>Staff engaging in peer mentoring and coaching fortnightly within PLC's</p> <p>Staff Opinion Survey – increased means in:</p> <ul style="list-style-type: none"> <li>• Teacher Collaboration from 75.72 to 78.00</li> <li>• Academic emphasis from 83.65 to 87.00</li> </ul>	\$3000	
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To improve the achievements of students in literacy and numeracy						
IMPROVEMENT INITIATIVE		Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		Teacher Judgements & NAPLAN as above						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Strengthen teacher data literacy including data collection and analysis to deliver differentiated and challenging learning for all students	<p><b>What</b> School data to be a focus and discussion point at staff PL sessions</p> <p><b>How</b> Staff PL sessions focussing on data in Term 2 and 3</p>	Assessment & Reporting Leader	Term 2 & 3 One PL staff meeting each term	<p>6 months:</p> <ul style="list-style-type: none"> <li>A whole school PL session with a focus on the importance of gathering, analysing and using data in term 2</li> <li>Weekly PLC meetings with a focus on data and monitoring of students at each level of the school</li> </ul>	●	PLC agendas and minutes to reflect the use of data to form a focus and discussion points for meetings.	N/A	
	<p><b>What</b> One of the two PLC meetings each week to be dedicated to discussing student data</p> <p><b>How</b> School timetable to allow for these PLC to continue in 2017</p>	PLC Leaders	At weekly PLC meetings	<p>12 months:</p> <ul style="list-style-type: none"> <li>A Term 3 whole staff PL session to view and discuss the school's NAPLAN data for 2017</li> <li>On-going weekly PLC meetings focussing on data and monitoring of students at each level of the school</li> <li>Teacher planning to display greater evidence of differentiation of their programs</li> </ul>	●	<p>PLC agendas and minutes to reflect the use of data to form a focus and discussion points for meetings.</p> <p>Use of data to differentiate student work to be reflected in the groupings of students and tasks undertaken.</p> <p>Staff Opinion Survey - Increased means in:</p> <ul style="list-style-type: none"> <li>School level support – (76.8 to 80.00)</li> <li>Renewal of knowledge and skills (82.7 to 85.00)</li> <li>Applicability of PL (82.2 to 85.00)</li> </ul>	N/A	
Strengthen expertise in setting learning goals and learning intentions.	<p><b>What</b> Build on staff knowledge and understandings in developing explicit goals that are child friendly and clearly visible for all students</p> <p><b>How</b> Staff PL session in Term 1 and PLC discussions</p>	Team Leaders	Terms 1-4	<p>6 months:</p> <p>Learning goals to be a regular focus at PLC sessions Sharing of ideas around explicit goals at whole staff PL session Schedule staff PL session with a focus on success criteria Setting of success criteria to be a part of staff P&amp;D Plans</p>	●	Strengthened explicit, child-friendly goals evident in all learning areas for all sessions taught.	N/A	
	<p><b>What</b> That success criteria are developed so that students can understand what is expected of them Success Criteria are embedded in planning documents</p> <p><b>How</b> Staff PL session in Term 1 and PLC discussions</p>	Leadership Team	Term 2	<p>12 months:</p> <p>On-going discussions at PLC meetings around the writing of success criteria Feedback from staff about the impact of children understanding the success criteria via PLC minutes and staff reviews</p>	●	<p>Explicit, clear success criteria for students are visible on whiteboards in all learning areas.</p> <p>PLC documentation to include the success criteria for students visible</p> <p>Attitudes to School Survey – school mean increase in:</p> <ul style="list-style-type: none"> <li>Learning confidence (4.55 to 5.00)</li> <li>Teacher Effectiveness (4.68 to 4.80)</li> </ul>	N/A	
Moderate student assessments to	<p><b>What</b> Moderation of students assessments and work samples</p>	Assessment & Reporting	Term 2 & 3	<p>6 months:</p> <p>Meetings arranged between teams to moderate on student work</p>	●	Meeting schedules to reflect a focus on moderation of student work samples	N/A	



ensure they are based on consistent professional judgments	against the Victorian Curriculum will be a strong focus at PLC meetings once per week  <b>How</b> Timetable to allow for meetings within school FISO school leaders to enable meetings of staff across schools for moderation	Leader Team Leaders		across the school FISO group schools to also moderate on student work samples across schools				
				12 months: During reporting times staff from different levels of the school to be moderating work samples if students are being deemed more than 18 months below or above expected level.	●	PLC meeting agendas and minutes to reflect moderation of work samples as a focus.  Staff Opinion Survey – increased means in: <ul style="list-style-type: none"> <li>• Collective participation (72.8 to 82.00)</li> <li>• Coherence (from 82.1 to 85.00)</li> </ul>	N/A	
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			





### Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		To provide a learning environment that focuses on high expectations, positive relationships and engagement within the community						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		Imbed innovative and effective use of technology based the SAMR model (Substitution, Augmentation, Modification and Redefinition)						
<b>STRATEGIC PLAN TARGETS</b>		<p>Increase in the Student Attitudes to School Survey means of:</p> <ul style="list-style-type: none"> <li>• School Connectedness</li> <li>• Teacher Effectiveness</li> <li>• Stimulating Learning</li> <li>• Student Motivation</li> <li>• Learning Confidence</li> </ul> <p>Increase in the Parent Opinion Survey means of:</p> <ul style="list-style-type: none"> <li>• Approachability</li> <li>• Communication</li> </ul> <p>Results to be in at least the third quartile through the life of the Plan.</p>						
<b>12 MONTH TARGETS</b>		As above						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Imbed innovative and effective use of technology based the SAMR model (Substitution, Augmentation, Modification and Redefinition)	<p><b>What</b> Continue to support the Towards Transformation Team so that they can lead innovative implementation of ICT through the school. Continue to provide PL for whole staff</p>	Principal ICT Leader TT Team	Terms 1-4	6 months: School timetable to reflect weekly meeting time for TT Team TT Team to be an agenda item at weekly meetings  Whole staff PL session	●	Student digital portfolios being displayed on Showbie using higher level ICT tasks for parents to view and comment on.	N/A	
	<p><b>How</b> Provide an enabling timetable to allow for the release of members of the TT team each week Provide at least two whole staff PL session with a focus on ICT</p>			12 months: Evidence of higher level ICT tasks being planned for within teams.  Whole staff PL session for sharing of ICT tasks using the SAMR model.	●			
				6 months:	● ● ●			
				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	<b>Building practice excellence</b>	Yes	3 - Embedding	[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>	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	Yes	3 - Embedding	
	Evaluating impact on learning	No	2 - Evolving	
Professional leadership	<b>Building leadership teams</b>	No	3 - Embedding	
	Instructional and shared leadership	No	3 - Embedding	
	Strategic resource management	No	3 - Embedding	
	Vision, values and culture	No	3 - Embedding	
Positive climate for learning	<b>Empowering students and building school pride</b>	No	2 - Evolving	
	<b>Setting expectations and promoting inclusion</b>	No	3 - Embedding	
	Health and wellbeing	No	3 - Embedding	
	Intellectual engagement and self-awareness	No	2 - Evolving	
Community engagement in learning	<b>Building communities</b>	No	3 - Embedding	
	Global citizenship	Yes	2 - Evolving	
	Networks with schools, services and agencies	No	3 - Embedding	
	Parents and carers as partners	No	3 - Embedding	
<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>Next Steps:</b>				



