**Annual Implementation Plan: for Improving Student Outcomes**

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| School name: Roxburgh Rise Primary | Year: 2017 |
| School number: 5493 | Based on strategic plan: 2014 - 2017 |
| Endorsement:  Principal: Chris Bozikas March 21st, 2017 | Senior Education Improvement Leader: Jonathan Lowe [date] |
| School council: President - [name March 21st, 2017 | |

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.

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| **School Strategic Plan goals** |  | **Improvement Priorities** | **Improvement Initiatives** |  |
| * To improve student learning outcomes in English and Mathematics Years F-6 * All Roxburgh Rise Primary School students will be highly connected to school, motivated and engaged in their learning. * To promote student wellbeing, including positive behaviours that reflect school values. * Lead improvement through the effective and efficient allocation and use of school resources in order to support and achieve our Achievement, Engagement and Wellbeing goals and targets. |  | **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 |  |

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| **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. | |
| This year we will continue to focus on the initiatives: ‘Building Practice Excellence’ & Curriculum Planning & Assessment.  For the past 2 years we have had a 15 - 20% change in staff each year due to growth in enrolments, family and personal leave replacements. As a result, there are many new staff members and a variation of teacher experience throughout the school. This has resulted in a need to re-visit our teaching practices and protocols and align these throughout the school through the implementation of an agreed Teaching and Learning Instructional Model Prep to Grade 6. This, we hope will drive consistency in classroom practice. Professional Learning will focus on the elements of the model, in particular on building the capacity of teachers to give effective and timely student feedback on their learning.  We are a low SES school with a high number of EAL students. Our 2016 AusVels Prep-6 data indicates that we have increased the percentage of students achieving at and above the expected level in both English and Maths (Number) and have decreased the percentage of students achieving below the expected level. While this is a positive result, each cohort has a broad spread of students at different ability levels. Our focus will therefore be on building the capacity of teachers to use data to identify students’ point of need and differentiate learning tasks in order to improve student outcomes.  Our 2016 School Performance Report showed that Roxburgh Rise did not meet the threshold performance standards in Numeracy Learning Gain in the last year and in the 4-year average.  The percentage of students assessed in the top 3 NAPLAN bands decreased in year 5 Numeracy as compared to 2015.  Our 2016 AusVels teacher judgement data showed that 71% of our students achieved at least one years’ growth in a year in English and Maths.  We are therefore focusing on building teacher confidence in Maths, by building maths knowledge, content and skills through the employment of a Maths Coach to work with teachers to plan teaching programs and professional learning workshops.  Through the continued employment of Teaching and Learning Leaders who will work closely with professional learning teams to monitor student data, plan teaching programs, model best practice and provide feedback to staff on their teaching practice, we hope to achieve consistent teaching and learning practices throughout the school that drive school improvement. | |
| **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)** |
| Building practice excellence | * Align and improve teaching and learning practices throughout the school through the implementation of an agreed Teaching and Learning Instructional Model * Build the capacity of teachers to give timely student feedback that connects to student learning. * Increase teacher confidence in mathematics, by building maths knowledge, content and skills. |
| Curriculum planning and assessment | * Build the capacity of teachers to use data to identify students point of needs and differentiate learning tasks |

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 not 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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| **STRATEGIC PLAN GOALS** | | To improve student learning outcomes in English and Mathematics Years P-6 | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Building Practice Excellence** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | To continually close the gap between school and state mean scores on the DET student achievement performance indicators.  Reducing the number of students below the expected level and increasing the percentages of students assessed with A and B grades in English and Mathematics in comparison to the previous year.  For students to achieve at least one year’s growth in learning (as measured by AusVELS) during each school year.  To progressively increase the percentages of Year 3 and 5 students assessed in the top three NAP Bands for their year level. | | | | | | | |
| **12 MONTH TARGETS** | | To reduce the difference between the State and School Mean scores for Grade 3 and Grade 5 in all NAPLAN assessed areas as compared to previous year.  To Increase the number of students achieving above expected level in English and Maths.  To reduce the number of students achieving below expected level in English and Maths.  To increase the number of students making high relative growth in NAPLAN from year 3 to 5    To increase the number of students achieving at least one year’s growth in English and Math over one year as compared to 2016. | | | | | | | |
| **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] |  | [**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |  |  |
| 12 months: |  |  |  |  |
| Align and improve teaching and learning practices throughout the school through the implementation of an agreed Teaching and Learning Instructional Model | Continue to employ Teaching and Learning Leaders (TaLLs) to work with F – 6 professional learning teams.  Staff complete online survey to determine the level of knowledge, confidence & support in using the instructional model to identify foci for whole school professional learning.  Provide staff with professional learning around the elements of the Instructional Model as identified through survey.  TALLs & PLT Leaders to use instructional model as a basis for discussing and planning lesson content & skills at weekly team planning sessions.  ‘Curiosity & Powerful Learning’ manual to be used as a reference to support the alignment and improvement of practices in all classrooms where relevant.  Through Peer Observations TaLLs will identify areas for improvement in teacher practice based on the instructional model and provide professional learning based on individual and team needs. | | PC team  PC/TALLs  TaLLS  All staff  TaLLs | Term 1  ongoing  Ongoing  Ongoing  At least 2x per term | **6 months:**  Through peer observations it will be evident that all staff are consistently using the Instructional Model to direct classroom instruction.  Targeted PL derived from teacher online survey has been delivered to staff.  Teachers will have increased knowledge and understanding of the RRPS Instructional teaching model to frame their practice as evident from teacher surveys  Explicit feedback given to staff through peer observation conducted by TALLS to improve teaching practices that can best support student learning at least twice a term. |  | Documentation of planners in all classrooms reflecting the agreed Instructional Model.  Instructional Model is used to guide and referred to in all PLT planning sessions.  An increase in teacher knowledge, skills and efficacy in teacher practice when using the instructional model as evident through teacher self-assessments and staff surveys (school based survey/Staff Opinion Survey) and Peer Observations.  Peer observations are showing an improvement & alignment in teacher practice as evident through observation records/rubrics etc.  An increase in the number of students achieving at least one year’s growth in English and Math over one year as compared to 2016.  AIP 12 month targets listed above are achieved |  |  |
| **12 months:**  All staff consistently and confidently using the Instructional Model to direct classroom instruction.  Collaborative team planning sessions indicate an increase in confidence, knowledge, skills and attitude as defined by the survey.  Staff are willingly giving and receiving feedback on their practise and are altering their teaching practice to best support student learning. |  |
| Build the capacity of teachers to give timely ongoing student feedback that connects to student learning | Set expectations that feedback connected to learning intentions & success criteria will occur throughout a lesson (as per Roxburgh Rise Instructional Model)  TaLLs to model feedback connected to learning intentions & success criteria throughout the lesson with teachers in their cohort.  TaLLs conduct Peer observations to provide teachers with feedback on their practice and support them in improving their practice.  Use ‘Curiosity & Powerful Learning’ - Theory of Action No. 8 – Connecting Feedback to Data and Hattie’s ‘Model of Feedback’ as a resource to further embed feedback practices  Continue using and embedding Jane Pollock feedback strategies implemented in 2016.  Teachers share best practice at PLT meetings. | | Term 1  TaLLs  TaLLS  All staff  All staff | Leadership team  Term 1 and as needed  Ongoing  Ongoing  Ongoing | **6 months:**  All teachers are providing feedback to students that connects to the learning intention & success criteria.  Teachers acting on peer observation feedback received to develop strategies to improve their practice.  Teachers are providing feedback to students using Jane Pollock strategies. |  | Teachers using assessment data to provide specific feedback to students on how to improve according to success criteria as evident through peer observations  Feedback strategies are evident through peer observations.  Teacher feedback is effective as identified through students’ ability to identify where they are in their learning (goals), how they are going and where they need to go next.  An increase in student outcomes in all curriculum areas. |  |  |
| **12 months:**  All teachers are providing feedback to students that connects to the learning intention & success criteria during and after each lesson.  Teachers are consistently using feedback strategies to students as evident in peer observations.  Teachers following Hattie’s Model of Feedback |  |
| Increase teacher confidence in mathematics, by building maths knowledge, content and skills. | Employ external Maths consultant, Kathy Palmer (using equity funding) to work with teaching teams in drafting sequential units of work for Number and Algebra.  Administer Maths survey to teachers to measure teachers’ perception of their own and their team’s maths capability.  Teachers will be directed to specific professional reading (MAV, AAMT, Van de Walle) to deepen their understanding of what the Victoria Curriculum means, specifically relating to Number and Algebra.  Professional Learning Teams to meet fortnightly with Maths LT to draft units of work for Number and Algebra that reflect the appropriate sequence of learning.  Teachers will apply the drafted unit of work to their own class context to meet the identified learning needs of their students in the form of a weekly planner using the Instructional Model  Maths Consultant to work with PLT’s in 2 hour workshop blocks twice a year to continually develop units of work which will form the basis of weekly lesson planning, using equity funding.  Teaching teams will investigate and trial Common Assessment Tasks, data collection tools and data analysis tools to effectively monitor and improve student learning in Maths. | | Members of Leadership, PLTs, Kathy Palmer  Maths LT  All staff  Math LT & PLT’s  Math LT & PLT’s  Consultant  PLT’s | Term 2  Term 1  Ongoing  Ongoing  Ongoing  Term 2 onwards  Term 2 onwards | **6 months:**  Maths Consultant will have provided professional learning to the teaching and learning leaders.  Teachers will have completed survey providing us with baseline data.  The development of a Professional Reading Protocol for all teaching staff created by the maths Curriculum Committee  Teaching teams will have begun the development of at least 2 units of work relating to Number and Algebra.  Teachers will apply the drafted unit of work to individual class contexts and plan differentiated learning tasks. |  | Interim survey results will show initial improvement in personal perception of their own and their team’s confidence and capacity to use and implement the elements of the Instructional Model in Maths.  Lesson plans reflect teacher knowledge of Maths content and sequential learning of Maths skills.  Lessons reflect the individual needs of students through differentiated learning tasks.  Established agreed Maths Common Assessment Tasks |  |  |
| **12 months:**  Teachers are using their professional knowledge gained through their readings & their reflection of their own practice to improve the implementation of Maths in their classrooms  Teaching teams will have developed and implemented of at least 2 units of work relating to Number and Algebra.  Have established agreed Maths Common Assessment tasks ready for use in 2018.  Teachers will have completed survey providing us with comparison data. |  |
| The Maths Curriculum Committee will work with teachers to create classrooms environments the can best support student learning in Maths. | | Maths Curriculum Committee | Ongoing (during Fortnight Planning and PLTs) | **6 months**: All classrooms have the non-negotiable  class environment requirements on display.  Unit of Work documents reflect discussions pertaining to resources and anchor charts to support student learning. |  | Classroom observations show non-negotiable class environment requirements on display and units of work reflect discussions pertaining to resources and anchor charts to support student learning.  Students are able to identify, locate and explain the purpose of maths resources and anchor charts in the classroom.. |  |  |
| **12months**: Students are able to identify, locate and explain the purpose of maths resources and anchor charts in the classroom.. |  |  |  |
| All staff to participate in a Maths Curriculum Day with a focus on Number and Algebra – Facilitator  Rob Vingerhoets (Equity Finding) | | All Staff | Term 2 | **6 months:** Teachers implementing Maths practices and strategies obtained from Maths Curriculum Day |  | Implementation of Maths strategies evident through peer observations |  |  |
| **12 months**:  Maths practices evident in classrooms and planning documentation throughout the school will reflect teacher knowledge and strategies gained |  | Increased teacher knowledge & implementation of strategies as evident in planning documents and peer observations. |  |  |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS** | | To improve student learning outcomes in English and Mathematics Years P-6 | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Curriculum Planning and Assessment** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | To continually close the gap between school and state mean scores on the DET student achievement performance indicators.  Reducing the number of students below the expected level and increasing the percentages of students assessed with A and B grades in English and Mathematics in comparison to the previous year.  For students to achieve at least one year’s growth in learning (as measured by AusVELS) during each school year.  To progressively increase the percentages of Year 3 and 5 students assessed in the top three NAP Bands for their year level. | | | | | | | |
| **12 MONTH TARGETS** | | To reduce the difference between the State and School Mean scores for Grade 3 and Grade 5 in all NAPLAN assessed areas as compared to previous year.  To Increase the number of students achieving above expected level in Reading, Writing and in Speaking and Listening across the school.  To reduce the number of students achieving below expected level in Reading across the school.  To increase the number of students making high growth from year 3 to 5    For all student to achieve at least one year’s growth in one year? | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
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| 12 months: |  |  |  |  |
| Build the capacity of teachers to use data to identify students point of need and differentiate learning tasks | Provide professional learning on how to analyse/interpret whole school cohort, class, groups and individual data sets. (School Assessment Schedule)  Data boards are used by PLT’s to monitor cohort student progress.  Teachers are supported through team planning and by their TaLL to effectively use student data to identify students point of need.  Professional Learning about ‘the zone of proximal development’  Teachers plan challenging learning tasks that are differentiated and set within the zone of proximal development.  Use ‘Curiosity & Powerful Learning’ - Theory of Action No 6: Set Challenging Learning Tasks as a resource to further imbed differentiation practices. | | Leadership Team  TaLLs  Leaders’p Team  PLT & TaLLs | Term 1 and ongoing  Weekly  Term 2  Ongoing | **6 months:**  Planners indicate the sequential learning continuum from planning, teaching, giving feedback and assessing.  Teachers are adjusting their learning programs and teaching strategies based on identified student needs and the impact of their teaching.  Teachers using their student data to effectively identify students point of need.  Students point of need are addressed through differentiated learning tasks in all curriculum areas.  Data boards are being used to monitor student progress at a cohort level and students identified as not showing growth are targeted through intervention strategies  Teachers are planning differentiated challenging learning tasks to move students forward in their learning. |  | Weekly Team planning sessions clearly links teaching, learning and assessment (weekly planning documents)  Comparison of Weekly Planners indicate adjustments to learning programs & teaching strategies based on the impact of teaching on student outcomes  Students are engaged in differentiated challenging learning tasks targeted to their point of need as evident in peer observations.  NAPLAN and School data results indicate an improvement in the number of students achieving at or above expected levels. |  |  |
| **12 months:** All of the above practices continue to be evident |
|  | **EAL**  Employ 3 EAL Specialists to work over 3 areas of the school: F-2, 3-4 & 5-6 using equity funding.  Provide an English Language Program for New Arrivals  Timetable EAL staff to attend PLT planning and moderating sessions  Provide professional learning on how to interpret and plan from the EAL continuum to cater for the needs of EAL students on the continuum.  Teachers incorporate effective EAL teaching strategies (as introduced and modelled in 2016) when differentiating activities to enhance the language development of all students in the classroom.  Classroom teachers and EAL specialist to create an EAL profile using the EAL companion and EAL continuum for 1st phase EAL students and review this at the end of each term. | | Principal  EAL staff  Teachers  EAL staff | Term 1  Term 1 onwards  Term 1 onwards  Term 1 onwards | **6 months:**  EAL staff are attending PLT weekly and term planning sessions as well as moderating sessions in term 2.  All 1st phase EAL students are receiving support through the English language Program run by EAL specialist as soon as they are enrolled.  Achievement profiles are created and used to monitor student progress for 1st phase EAL students.  Classroom teacher and EAL specialist to review student progress against Achievement Profiles. |  | Staff are being supported in planning for and assessment of EAL students by the EAL specialist staff.  1st phase EAL students supported by the English Language Program are showing progress against the Achievement Profiles.  Peer observations show that EAL students are being catered for in the classroom through purposeful, clearly defined, differentiated and challenging learning tasks.  Data shows an increase in the number of students transferring from the EAL continuum to the Victorian Curriculum. |  |  |
| **12 months:**  All of the above practices continue to be evident.  An increase in the number of students transferring from the EAL continuum to the Victorian Curriculum  Teachers are designing learning tasks that are purposeful, clearly defined, differentiated and challenging. |