Annual Implementation Plan: for Improving Student Outcomes

School name: Panton Hill Primary School

School number: 1134

Year: 2017

Based on strategic plan: 2016-2019

Endorsement:

Principal   Kylie Richards

Senior Education Improvement Leader Rebecca Haig, March 2017

School council   Jason Ditcham,

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
To develop curious lifelong learners with strong skills in Literacy and Numeracy   **To improve student engagement and motivation to learn**   **To develop self-motivated, resilient and responsible learners and leaders.**   **To make the best use of existing resources and maximise future funding and resource opportunities**

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.

Our Naplan data indicates that we are below the state benchmark for high relative growth in the writing domain, specifically grammar and punctuation. The implementation of a consistent writing program, teamed with targeted assessment is required to address this.

The 2016 student opinion surveys place student motivation and stimulating learning in the second quartile, suggesting that student voice is an area for improvement.

As we are implementing The Victorian Curriculum and with the addition of two graduate teachers on staff, our ssp focus on the consistent use of a literacy model across all classrooms and the meaningful use of assessment is particularly pertinent.

Panton Hill Primary has had a significant change in staff in 2017. As our leading teacher has taken the principal role, and with the appointment of two graduate teachers, we need to strategically provide training opportunities to existing staff to fill roles with further responsibilities and leadership roles.

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.

Framework for Improving Student Outcomes

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Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	• To embed models of teaching for Reading and Mathematics • To build teacher capacity to better understand and use assessment data to improve student outcomes
Empowering students and building school pride	• To identify and increase opportunities for authentic student voice. • Individual learning plans developed for students deemed at risk • To build the capability of students to be resilient, socially responsible and respectful in all their relationships • Maintain the Student Leadership program by continuing to provide authentic leadership opportunities • Whole school focus on the review of our existing school values and development of new values as seen fit by the community • To monitor the level of Student Absence against the state mean and improve practices and procedures for managing student attendance

Section 2A: 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.

STRATEGIC PLAN GOALS	• **To develop curious lifelong learners with strong skills in Literacy and Numeracy**
IMPROVEMENT INITIATIVE	**Curriculum planning and assessment**
STRATEGIC PLAN TARGETS	To have all students deemed capable make at least one year of AusVELS teacher judgement progress annually in Literacy and Numeracy. To have Year 3 and 5 NAPLAN matched cohort equal or exceed the State mean growth in Literacy and Numeracy. 25% of students in Year 5 to demonstrate high relative growth in NAPLAN.
12 MONTH TARGETS	To have all students deemed capable make at least one year of AusVELS teacher judgement progress annually in Literacy and Numeracy – NB. 2017 Year 5 students

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To embed models of teaching for Reading and Mathematics	• Continue to build the instructional capacity of leaders • Teachers implement agreed upon teaching models in Reading • Teaching of reading models are a focus for peer observation • Provide professional learning on The Six Theories of Action for Teachers, in particular the use of harnessing learning intentions, narrative and pace • Review and use literacy and numeracy scope and sequence documents • Well-resourced Literacy and Numeracy budgets • Release time for teachers for peer observation • External School / Class Visits on Pupil Free day • NESST Network meeting + Nillumbik / Banyule workshops • Continue to embed a reading culture across the school • Consistent whole/part/whole teaching focus for numeracy lessons	Principal and all teachers teachers Principal All staff	Ongoing Term 1 Term 1 Ongoing Term 1 / ongoing	**6 months:** • Timetable implemented which allows for regular peer observation and shared planning/reflection time. • Trial of a shared parent/student reading morning • Nominated staff member and Principal to attend information session on Maths Leadership course • Peer observation during numeracy lessons	● ● ●			
				12 months: • Whole school approach to reading evident in classroom planning • Curriculum and staff meeting schedules demonstrate commitment by staff to implementation of consistent approaches in LIteracy • Scope and sequence documents in use by all staff • Teacher observations continued • All teaching staff will be using data to plan and design learning that maximinises student learning growth. Each teacher will know each student's capacity when designing learning tasks and be providing targeted feedback to students. • Students will have been tested following the assessment schedule to measure progress. • Staff will have attended targeted professional learning and shared it with staff. • Consistency of practice in numeracy evident in whole/part/whole structure	● ● ●	An improvement in student Literacy and Numeracy outcomes through both the comparison of assessment data agreed upon in the assessment schedule and the analysis of NAPLAN data for 2017.		

| To build teacher capacity to better understand and use assessment data to improve student outcomes | • Staff analyse student data to differentiate student learning programs
• Staff analyse data to assess effective teaching strategies
• Staff begin using Accelerus data handling package
• At curriculum meetings, teachers will use data to inform planning
• Provide professional learning on The Six Theories of Action for Teachers, in particular committing to assessment for learning | All teachers

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Curriculum Leaders

Principal | Ongoing

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Term 3

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Term 3 | **6 months:**
• Each staff member has a clear understanding of their current knowledge and competency in regards to the use of assessment data. They have identified areas for their own further learning and are receiving targeted support.
• Transition from SPA to Accelerus with staff training
• Implement MOI in Prep year and investigate Fractions and Decimals online for Grades 3-6
• Agreed understanding of data collected
• Reviewed and refined assessment schedule | 🔴 🟡
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| | | | | 12 months:
• All teaching staff will be able to discuss student learning outcomes with reference to relevant learning data in their end of cycle interviews. | 🔴 🟡
🟢 | Evidence of teacher and student conversations regarding learning data (through PDP process) and teacher reflections regarding the impact of targeted feedback on student progress, achievement and engagement.

Copies of assessment tasks, evidence of the impact of these on student progress and achievement and evidence of learning programs or student groupings based on teacher analysis of Literacy and Numeracy data. | | |

Section 2B: Improvement Initiatives

STRATEGIC PLAN GOALS	• **To improve student engagement and motivation to learn**
IMPROVEMENT INITIATIVE	**Empowering students and building school pride**
STRATEGIC PLAN TARGETS	To maintain and extend Student Opinion survey results in the 3rd Quartile in the areas of stimulating Learning, Student Motivation and Learning Confidence
12 MONTH TARGETS	To maintain and extend Student Opinion survey results in the 3rd Quartile in the areas of stimulating Learning, Student Motivation and Learning Confidence **–** build on 2016 improvements

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
To identify and increase opportunities for authentic student voice.	• Student voice – more student input in topics covered in Integrated Studies units of work / inquiry based learning. • Continue annual PHPS school surveys for all students. • Whole School activities – School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music). • Circle Class time. Classes to timetable regular discussion times. Time taken in all classes, including specialist classes. Including Students when discussing Surveys / data results.	All staff Principal All staff All teachers	Term 1 + ongoing Term 4 Ongoing Ongoing	6 months: • Student input will have been sought regarding areas of interest for inquiry learning • Student involvement encouraged in reviewing school values. • School student leaders will meet with leadership to discuss plans for the school for the year, in particular opportunities to increase student involvement in school decision making • New staff will have been given the opportunity to observe circle time sessions in other classrooms	🔴 🟡 🟢			
				12 months: • Class Circle time in all classes • Continue Individual Learning Plans for all students deemed at risk. • Improved results in the Student Attitude to School Survey in the Stimulating Learning, Student Motivation and Learning Confidence sections. • Collate, discuss and act on PHPS student surveys. • Students will have presented the revised school values to the community • Students know how to review one another's work, and how to construct appropriate, helpful feedback • Students can explain where they are going, describe their current performance, and identify what they need to do next to keep making progress	🔴 🟡 🟢	School and student survey will indicate improvement in student voice and connectedness to school Meeting with the school captains and junior school council will reflect positive attitudes toward student input		

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Section 2B: Improvement Initiatives

STRATEGIC PLAN GOALS	• **To develop self-motivated, resilient and responsible learners and leaders.**
IMPROVEMENT INITIATIVE	**Empowering students and building school pride**
STRATEGIC PLAN TARGETS	School average number of absence days per FTE student for each cohort to be below the state average. Annually reduce the incidence of late attendance as recorded on CASES By 2019 all average yearly attendance rates by year level will be at or above 95%
12 MONTH TARGETS	To build on 2016 improvements / target families that are repeat offenders of poor attendance

| KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
To build the capability of students to be resilient, socially responsible and respectful in all their relationships	• Start of year class revision / discussion on School Values / Student Codes of Conduct / behaviour expectations / consequences / 5 Star Work / What Helps Me Do My Best Work / What Stops Me From Doing My Best Work / What to Do when Finished. • Embed eSmart principles. Student and Teacher / Parent Cybersafety Evening.	All teachers eSmart coordinator	Term 1 ongoing	6 months: • All classrooms to have begun introducing the "Bounce Back' program 12 months: • Code of Conduct / School values sessions / Quality Work Posters completed in all classes including specialists • 'Bounce Back' taught regularly across all grade levels. • eSmart revision / lessons + Cybersafety Sessions held.	🔴🟡 🟢 🔴🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] Frequency of behaviour plans Consistent language being heard around behaviour both in and out of classrooms Student safety in student opinion survey		
Maintain the Student Leadership program by continuing to provide authentic leadership opportunities	• Year 6s participation in NESST Leadership Days / Program. Day 1 at Panton Hill Hall in term 1 and follow up in term 4 visiting participating schools and interacting with other student leaders. Project to be developed and done between those two dates by Year 6 students. • Working with the HTAP team and at Curriculum Meetings. Working towards gaining accreditation in the Healthy Together Achievement Program	Yr6 teacher + principal All staff	Term 1 and 4 ongoing	6 months: 12 months: • NESST Leadership Days in term one and term four attended by Yr6 students with involvement from Grade 5's where appropriate. • Investigating the suitability of Healthy Together Achievement Program	🔴🟡 🟢 🔴🟡 🟢	 Familiarity with students from neighbouring schools. Successful project completed by Grade 6's		
Whole school focus on the review of our existing school values and development of new values as seen fit by the community	• Students setting personal and academic goals with reference to the school values for each half of the year in classes. Term 3 student led 3 way interviews to assess and re focus. • Merit & values awards / certificates presented weekly at assemblies. • Review of school values to be undertaken as a whole school community • Values displayed prominently throughout the school	All staff Principal	Ongoing ,, Term 1 or 2	6 months: Discussions in the classrooms about school values and investigation of other values and what they mean. Meeting held with student representatives about the values discussed in classrooms. Parents given the opportunity to give feedback/opinions on school values applicable for PHPS. 12 months: • School Values Review undertaken. • Successful 3 way interviews held in first week of term 3. • Meaningful and obtainable goals set at the beginning of the year and half year.	🔴🟡 🟢 🔴🟡 🟢	 Timetable of interviews New values displayed around school and communicated in newsletter/website etc.		

				• Weekly assemblies held recognising student achievement and adherence to School Values		
To monitor the level of Student Absence against the state mean and improve practices and procedures for managing student attendance	• Investigate programs like Every day counts / Not OK to Be away and target offenders. • Develop Learning Plans for students on long term or extended holidays (ie. More than 2 weeks.)	Principal All staff	Term 1 start + ongoing	6 months:	🔴 🟡 🟢	
				12 months: • Targeted students improve attendance • Develop Individual Learning Plans for students on extended family travel as needed	🔴 🟡 🟢	Learning plans filed for students on extended holidays An improvement in the student attendance data

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	• **To make the best use of existing resources and maximise future funding and resource opportunities**
IMPROVEMENT INITIATIVE	**Professional Leadership – Strategic Resource Management**
STRATEGIC PLAN TARGETS	To use ICT across the school to support high quality instructional practice and improved student engagement and wellbeing. To aim to have the School Budget in surplus in each year of the Strategic Plan period. Maintain the Professional Learning budget to support high quality instructional practice. Maintain high Literacy budget allocation to sustain the purchase of quality reading and support materials. Maintain high Numeracy and ICT budget allocation to sustain and expand these programs.
12 MONTH TARGETS	As above – especially operating the SRP in surplus in 2017

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
To invest in building teacher and leadership capacity especially leadership development PD.	• Teacher PD to reflect the set SSPs goals. Realistic PD budget set to encourage staff to attend relevant PDs.	Principal	ongoing	6 months Staff to have identified areas of need for professional development	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: Staff to have attended relevant pd and ontrained staff in curriculum/staff meeting	🔴 🟡 🟢	Evidence of professional learning offered within the school and external PD accessed by staff. Staff feedback of this learning and evaluation of the impact of it on their teaching.		
Program Budgets will reflect an emphasis on updating and expanding resources in ICT, Literacy and Numeracy.	• Annual Program Budget Processes and review at Curriculum meetings + school council meetings • Yearly Resource Audit and purchase of learning resources in all budget areas	Principal School bursar All staff School council / F&F committee	Term 4 / ongoing	6 months:	🔴 🟡 🟢			
				12 months: Annual Program Budget Process undertaken Yearly Resource Audit undertaken	🔴 🟡 🟢	Well resourced programs		
				12 months: Continued good practice	🔴 🟡 🟢			
Review and development of physical learning environments involving students, staff and parents	• Further enhancements to school learning environments. ie. Planned Maintenance funding for paving / painting / flooring etc. • Yr6 Leadership Project.	Principal coordinators	Term 4	6 months:	🔴 🟡 🟢			
				12 months: Annual Resource Audit undertaken	🔴 🟡 🟢	Planned maintenance project completed – improved physical environment		
Maintain highly functional but flexible timetable to make best use of	Timetable completed at the start of the year and revised if needed each term / on special occasions or circumstances by timetable coordinator with staff input.	Timetable coordinator	ongoing	6 months:	🔴 🟡 🟢			
				12 months: Highly functional timetables produced.	🔴 🟡 🟢	Staff have undertaken various roles (such as classroom teacher and art teacher)		
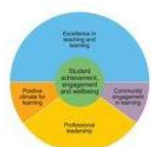
staff and the school facilities.								

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	Yes	2 - Evolving	
	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**	Yes	2 - Evolving	
	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:

Framework for Improving Student Outcomes

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