Annual Implementation Plan: for Improving Student Outcomes

School name: Cairnlea Park Primary School

Year: 2017

School number: 1434

Based on strategic plan:

Endorsement:

Principal   Mark Mills   30/4/2017   Senior Education Improvement Leader   Anne Fox

School council   Vesna Mijatovic   15/05/2017

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.

School Strategic Plan goals
To improve student learning outcomes in reading, writing and numeracy across all year levels.
To improve the student connectedness and learning confidence of students.
To reduce the level of absenteeism.
That over the period of the next strategic plan the school fully implements the FISO initiatives.

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.

It was identified in our 2016 review and analysis of school data that over the next four years the school will focus on the following specific areas:
- Improve student learning outcomes in all domains of literacy and numeracy
- Improve teacher practice related to assessment and the use of data to guide learning
- Internally assess student engagement and wellbeing by gathering more reliable data with a view to addressing issues as they emerge.
- Improve student attendance through the implementation of strategies and programs that target levels of unexplained absenteeism.

Cairnlea Park Primary School is committed to implementing the Victorian Framework for Improving Student Outcomes (FISO) with a major focus on the initiatives related to student learning and wellbeing and engagement:
- Building practice excellence
- Curriculum planning and assessment
- Empowering students and building school pride

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)
Curriculum planning and assessment	Systematically build the capabilities of staff related to the implementation of the Victorian Curriculum and assessment and reporting practices.
Building practice excellence	Build highly effective PLTs that focus on student learning, are data driven and have a collective responsibility for all students
Empowering students and building school pride	To improve the student connectedness and learning confidence of students. To reduce the level of absenteeism

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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 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 improve student learning outcomes in reading, writing and numeracy across all year levels.
IMPROVEMENT INITIATIVE	Curriculum planning and assessment
STRATEGIC PLAN TARGETS	**NAPLAN** The four year 2017-2020 Numeracy Year 5 data in the top two bands will increase from 27% to 30% The four year 2017-2020 Numeracy Year 3 data in the top two bands will increase from 38% to at least 41% The four year 2017-2020 Reading Year 5 data in the top two bands will increase from 31% to at least 38% The four year 2017-2020 Reading Year 3 data in the top two bands will increase from 49% to at least 52% The four year 2017 -2020 Writing Year 5 data in the top two bands will increase from 20% to at least 22% The four year 2017-2020 Writing Year 3 data in the top two bands will increase from 55% to at least 57%.
12 MONTH TARGETS	**NAPLAN** Numeracy Year 5 data in the top two bands will increase to 28% or above Numeracy Year 3 data in the top two bands will increase to 39% or above Reading Year 5 data in the top two bands will increase to 33% or above Reading Year 3 data in the top two bands will increase to 50% or above Writing Year 5 data in the top two bands will increase to 21% or above Writing Year 3 data in the top two bands will increase to 56% or above

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Systematically build the capabilities of staff related to the implementation of the Victorian Curriculum and assessment and reporting practices.	Build, document and implement a guaranteed and viable curriculum based on the Victorian Curriculum.	Principal APs LTs SIT Leaders PLT leaders	Term 1 Ongoing Semester 1 Semester 1 Ongoing Ongoing Beginning of each term	6 months: Working party established to develop planning documents to implement Victorian Curriculum and develop Reporting processes Lead staff to have attended Vic Curriculum training and report back to whole school. Yearly overview developed for each year level and each subject based on the Victorian Curriculum and trialled. Professional learning sessions and readings for staff related to Vic Curriculum Literacy consultant work with Year 2 team to build teacher capacity in literacy and focus on strategies for improvement in writing. Teaching teams develop term planners with support from Literacy and Numeracy Leading Teachers.	● ● ●		$37,620	

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			Timeline	Description	Status		Budget	
			End of each semester	Reporting to parents using the Victorian Curriculum achievement standards using Compass.				
			Ongoing	12 months: Publish curriculum planning documents including yearly overviews by subject, yearly overviews by year level, inquiry and integrated unit planners and term planners. These documents to be reviewed and edited at end of trial period.	🔴 🟡 🟢			
			Ongoing	Documented evidence of Victorian Curriculum being taught in all classrooms, with explicit links in planning documents.				
			Ongoing	Developed and published reporting descriptions and rubrics for integrated and inquiry units.				
			Semester 2	Review reporting process after mid year reports and refine as required.				
			Term 3	Whole school Curriculum Day on Critical and Creative Thinking capability. Facilitated by Chris Egan.			$3,500	
	Develop assessment tools to ensure consistency and authenticity.	LT PLT Leaders Literacy consultant	Semester 1	6 months: Investigate EAL module through Insight Platform	🔴 🟡 🟢			
			Ongoing	Cross year level moderation (horizontal and vertical).				
			Semester 1	School-wide assessment and moderation expectations documented and implemented.				
			Semester 1	Development of protocols for moderation within and across PLTs.				
			Term 1	Whole school assessment, data analysis, reporting and moderation schedule reviewed and implemented				
			Semester 2	12 months: NAPLAN targets achieved 2017 Panorama report	🔴 🟡 🟢			
			Ongoing	Improvement in consistency of teacher judgements against Victorian Curriculum achievement standards. Reducing variability between classes				
			Semester 2	Development of CPPS moderation documents in writing in line with Victorian Curriculum.				
			Semester 2	Analysis of NAPLAN data to identify and address misconceptions.				
			Ongoing	Development of assessment tools for each integrated studies or inquiry unit linked back to the standards in each learning area.				

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve student learning outcomes in reading, writing and numeracy across all year levels.
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	**Teacher Judgements** Increase the number of students working at or above standard in Number from 73% to 76% Increase the number of students working at or above standard in Reading from 84% to 86%. Increase the number of students working at or above standard in Writing from 71% to 76%.
12 MONTH TARGETS	**Teacher Judgements** Increase the number of students working at or above standard in Number to 74% Increase the number of students working at or above standard in Reading to 85% Increase the number of students working at or above standard in Writing to 73%.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Build highly effective PLTs that focus on student learning, are data driven and have a collective responsibility for all students	Build teacher capacity to effectively collect, analyse and evaluate data to improve the authenticity of teacher judgments, reducing the variability between classroom instruction.	Principal Class Team	Term 1	6 months: Appointment of data coach	🔴 🟡 🟢		$383,328	
			Term 1	Expanded intervention program to include Year 4.				
			Term 1	Establishment of data team to build data literacy of team leaders.				
		Data SIT & Leadership	Ongoing	Tracking of data through COMPASS student management system to inform teaching and learning.			$4,400	
		PLT Leaders	Ongoing	Professional Learning Teams meet regularly with evidence of triangulation of data and tracking of student growth in team planning documents and minutes.				
		Leading Teachers	Ongoing	To continue to embed coaching across the school in Literacy and Numeracy targeting new and returning staff.				
		Principal Class	Ongoing	Whole school and individual Professional Learning needs identified through PDP.				
		LTs PLTs	Ongoing	12 months: Cross year level moderation on a regular basis.	🔴 🟡 🟢			

			Principal Class	Ongoing	Staff PDP goals are clearly linked to strategic plan and AIP resulting in improved student outcomes.				
			LTs PLTs	Ongoing	All student achievement data entered on Compass.				
.		Embed CPPS Instructional Model and the implementation of the nine high yield strategies across the school.	PLTs	Ongoing	6 months: Students can articulate the learning intentions and success criteria. Use of reflection time in CPPS Instructional model to provide recognition and gather feedback from students. Students are provided with a variety of opportunities to give and receive feedback. Students working towards developing own learning goals.	🔴 🟡 🟢			
					12 months: Agreed instructional model implemented consistently across the school for all curriculum areas Curriculum planning documents show evidence of the CPPS Instructional Model and high yield strategies. All teachers undertaking an action research professional learning program on high yield strategies.	🔴 🟡 🟢			
			Principal class	Each semester	All new and returning staff to complete 3 day Classroom Instruction that Works professional learning.			$17,550	

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To improve the student connectedness and learning confidence of students and reduce the level of absenteeism.
OTHER IMPROVEMENT MODEL DIMENSIONS	Empowering students and building school pride
STRATEGIC PLAN TARGETS	To increase the percentage of students on the School Connectedness measure from 63% to at or above 75% and on the Learning Confidence measure from 51% to at or above 65% on the Student Attitudes to School Survey.
12 MONTH TARGETS	To increase the percentage of students on the School Connectedness measure to at or above 66% and on the Learning Confidence measure to at or above 55% on the Student Attitudes to School Survey.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To improve the student connectedness and learning confidence of students.	Extend the student leadership/student voice across the school by leadership training. * Leaders of the Evolution program (Years 5 students)	LTs – Student Engagement	Ongoing	6 months: Scheduled fortnightly JSC meetings Extend the community connectedness program Continue to embed the Cairnlea Park B 4 U Act program Initiation of Principal's Morning Tea for students who are observed to be upholding school values.	🔴 🟡 🟢		$105,135	
				12 months: Completion of eLearning Leaders of the Evolution Program Student participation in young leader's forums.	🔴 🟡 🟢		$1000	
	Implement a whole school effective feedback model.	PLTs	Ongoing	6 months: Use of reflection time in CPPS Instructional model to provide recognition and gather feedback from students.	🔴 🟡 🟢			
		LTs- Student Engagement	Semester 1	Development of internal student surveys to assess the engagement and welllbeing of students. (Prep to 3)				
		APs LTs	Semester 2	12 months: Develop a whole school approach to feedback for consistency of practice. - Teacher to teacher - Teacher to student - Student to teacher - Student to student	🔴 🟡 🟢			
		LTs- Student Engagement	Semester 1	Analysis of internal and external student survey data and develop action plan for improvement.				

To reduce the level of absenteeism.	Develop a communication protocol for unexplained absenteeism	LTs- Student Engagement	Semester 1	6 months: Review and refine protocols for unexplained absences.	● ● ●			
				Implement and embed Compass Student Absence notifications (Text Message)			$1000	
			Ongoing	Continue to implement "It's Not OK to be Away".				
		LTs- Student Engagement	End of Year	12 months: Incentive program with students with 100% attendance. Student absences included in school reports.	● ● ●			
		LT - ICT	Semester 1	Parent authorisation of absences via Compass Parent Portal				
		LTs- Student Engagement	Ongoing	Regular section in the newsletter with information on the effects of high level absences (Everyday Counts).				

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:

Framework for Improving Student Outcomes

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