

Annual Implementation Plan: for Improving Student Outcomes

School name: Coatesville Primary

Year: 2017

School number: 4712

Based on strategic plan: 2014-2017

Endorsement:

Acting Principal Michael Jones 28/02/2017

Senior Education Improvement Leader Stuart Andrews [date]

School council Arie Perzuck 28/2/2017

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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> Improve student learning outcomes in English from Prep to Grade 6 Improve student learning outcomes in Mathematics from Prep to Grade 6 Equip Coatesville students with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Improve student engagement and confidence in learning. Prepare each student socially, emotionally and academically for the next stage of his or her learning. To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others To further improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for students. 	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>SSP 2014-2017 sets out to achieve the following goals:</p> <ul style="list-style-type: none"> Improve student learning outcomes in English from Prep to Grade 6 Improve student learning outcomes in Mathematics from Prep to Grade 6 <p>2016 NAPLAN data begun to trend downward in Maths, Reading and Writing</p> <ul style="list-style-type: none"> 483 to 443.2 (Year 3 Writing) 465.3 to 449.4 (Year 3 Reading) 435 to 423.3 (Year 3 Mathematics) 512.7 to 498.9 (Year 5 Writing) 547.6 to 526.4 (Year 5 Reading) 528.9 to 512.2 (Year 5 Mathematics) <p>In 2016 we had a whole school focus on Mathematics and engaged the services of George Booker to upskill all staff in the teaching of number with the aim to create a more consistent and school-wide approach to teaching mathematics. We are expecting to see an improvement in NAPLAN trend data in Mathematics in 2017.</p> <p>The 2013 IB-PYP evaluation highlighted recommendations around several Standards and Practices; which still need to be addressed prior to the 2018 evaluation. They are as follows:</p> <ul style="list-style-type: none"> The school further develops support for mother tongue and host country or regional language learning The school develops further strategies to support students who are not proficient in the language of instruction The school refines its language policy in order to place greater emphasis on the importance of language learning, including mother tongue and provide support for the same. The school ensures that teachers further adapt learning experiences to address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue <p>2016 Student Attitudes to School data showed (2016 Summary Report)</p>



Student relationships

- Classroom behaviour - 54.2
- Connected to peers - 69.5
- Student safety - 43.2

Wellbeing

- Student distress - 48.8
- Student morale - 63.4

Teaching & Learning

- School connectedness - 60.2
- Stimulating learning - 60.5
- Student motivation - 53.8
-

The Executive Leadership Team (ELT) mapped Coatesville against the FISO Continuum of Practice to map our school's programs and vision and discovered several areas that need to be focussed on for 2017:

Evaluating impact on learning- Assessment and the connection of assessment to learning.

Health & wellbeing- Social and emotional learning and promotion of psychological learning and social wellbeing

Global citizenship- Intercultural inclusion

Building practice excellence- Assessment

Evidence based high impact teaching- Assessment, questioning and metacognition.

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	<ul style="list-style-type: none"> • Develop a new whole school approach to writing to more effectively link the creative side of the writing process with our current structure based approach which will grow student capacity to write independently in response to a stimulus • Create structures to more effectively monitor student growth on a more regular basis in reading, maths and writing • Improve teacher capacity to use data to inform teaching and learning • Incorporate peer and self-assessment into all units of work • Create a more rigorous staff induction program that explicitly targets teaching of Literacy and Numeracy • Prepare students for NAPLAN socially, emotionally and academically • Build the capacity of the T&L Leaders to positively impact student learning outcomes across their cohort and the school.
Empowering students and building school pride	<ul style="list-style-type: none"> • Ensure that curriculum plans includes social and emotional capability units which are taught as part of our Units of Inquiry • Develop a whole school approach to positive education using the PERMA+H model • Creating more opportunities for authentic student voice to inform teaching and learning, policy and school programs • Co-creation of Individual Education Plans (IEP's) with student input for all priority cohorts and in particular students who are highly able, at risk, PSD funded or EAL. • Develop international mindedness in students, staff and parents.



Framework for Improving Student Outcomes

Published: February 2016



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		<ul style="list-style-type: none"> Improve student learning outcomes in English from Prep to Grade 6 Improve student learning outcomes in Mathematics from Prep to Grade 6 Improve student engagement and confidence in learning. 						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		-Increase percentage of students achieving an A or B (>6 months ahead) in Reading and Viewing to 60% -Increase percentage of students achieving an A or B (>6 months ahead) in Speaking and Listening to 55% -Increase percentage of students achieving an A or B (>6 months ahead) in Writing to 50% -Increase percentage of students achieving 6 months or more ahead in Mathematics to 50%						
12 MONTH TARGETS		PAT and DRA data showing student growth in reading PAT data showing growth in Mathematics						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
						Estimate	YTD	
Develop a new whole school approach to writing to more effectively link the creative side of the writing process with our current structure based approach which will grow student capacity to write independently in response to a stimulus	-Connect with other schools who use the Steps to Writing Success (7STWS) -Introduce 7STWS - Provide Professional Learning (PL) for staff on 7STWS -Evaluate the effectiveness of program	Marg	Dec 2017	6 months: -All teachers will have a solid understanding of the 7STWS program	● ● ●			
				12 months: -All teachers will use the 7STWS program for teaching writing -Writing can be moderated across the school under the 7STWS framework	● ● ●	\$6000		
Create structures to more effectively monitor student growth on a more regular basis in reading, maths and writing	-Introduce staff to the full suite of PAT - Provide PL for staff on the use of PAT -Deploy PAT across the school -Share and analyse PAT data with Teaching and Learning (T&L) Leaders -Use PAT data at planning to inform teaching and learning	Kirsty	Dec 2017	6 months: -All teachers will understand how to use the PAT suite -All students will have been assessed with PAT -PAT is documented on Assessment Schedule	● ● ●			
				12 months: -All teachers will understand how to interpret PAT data -Teachers will use PAT data to inform teaching and learning -Increased confidence and evidence behind teacher judgement data	● ● ●	\$3000		
Improve teacher capacity to use data to inform teaching and learning	-Schedule moderation and data sharing through T&L meetings to tie in with Assessment Schedule -Schedule data review in collaborative planning -Data Literacy PL for staff	Matt Kirsty Marg	Dec 2017	6 months: -Data review documented in T&L minutes -Data review documented in planning minutes	● ● ●			
				12 months: -Data review documented in T&L minutes -Data review documented in planning minutes	● ● ●			
Incorporate peer and self-assessment into all units of work	-Staff PL on peer and self-assessment -Embed peer and self-assessment into all units of work -Introduce digital portfolios from 3-6 using the Seesaw application -Conduct IB-PYP Assessment Workshop	Matt	Dec 2017	6 months: -Peer and self-assessment being used in units of work from P-6 -Students from Grade 3-6 will use digital portfolios driven by teacher expectations -All eligible staff will undertake the IB-PYP Assessment Workshop	● ● ●			



				12 months: -Peer and self-assessment being used in all units of work from P-6	● ● ●			
Create a more rigorous staff induction program that explicitly targets teaching of Literacy and Numeracy	-Develop 2017 staff induction program that systematically maps the progression of professional learning in Maths & Literacy -Deploy 2017 staff induction program -Evaluate the effectiveness of the program	ELT	Feb 2017	6 months: -Staff induction program developed -Staff induction program deployed and completed by all new staff -New staff are confident to teach in line with school wide approaches.	● ● ●			
				12 months: -New staff have provide feedback on induction program -Induction program has been reviewed by the ELT	● ● ●			
Prepare students for NAPLAN socially, emotionally and academically	-Develop NAPLAN-PLAN to strategically prepare students, teachers and parents for NAPLAN -Embed explicit NAPLAN preparation in planning documents -Create optimal environment for NAPLAN achievement to minimize interruptions -Analyse NAPLAN data at student level against S1 teacher judgement data.	ELT	May 2017	6 months: - 2016 NAPLAN data is analysed, at student level and compared to S2, 2016 teacher judgement data Students and teachers are prepared for NAPLAN	● ● ●			
				12 months: -NAPLAN data is more closely aligned with S1 teacher judgement data -NAPLAN data analysis is mapped at student level	● ● ●			
Build the capacity of the T&L Leaders to positively impact student learning outcomes across their cohort and the school	-Create shared vision with the 2017 T&L Leaders to provide role clarity with a clear focus on improving student learning outcomes -Strategically map key activities throughout the year to align with assessment and data, professional learning and Units of Inquiry	ELT T&L	Dec 2017	6 months: -T&L professional learning documented -T&L goals documented in their PDP	● ● ●			
				12 months: -Effectiveness of ELT professional learning assessed -ELT PDP's map growth against goals	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> Equip Coatesville students with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Improve student engagement and confidence in learning Prepare each student socially, emotionally and academically for the next stage of his or her learning To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others 						
IMPROVEMENT INITIATIVE		Empowering students and building school pride						
STRATEGIC PLAN TARGETS		Student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships.						
12 MONTH TARGETS		<p>PAT SEW survey results from Term 3 show improvement in comparison to Term 1 data</p> <p>Student Attitudes to School Survey mean scores will improve in the following ways:</p> <p>Student relationships</p> <ul style="list-style-type: none"> Classroom behaviour - 54.2 > 60 Connected to peers - 69.5 > 75 Student safety - 43.2 > 50 <p>Wellbeing</p> <ul style="list-style-type: none"> Student distress - 48.8 > 55 Student morale - 63.4 > 70 <p>Teaching & Learning</p> <ul style="list-style-type: none"> School connectedness - 60.2 > 65 Stimulating learning - 60.5 > 65 Student motivation - 53.8 > 60 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Ensure that curriculum plans includes social and emotional capabilities units which are taught as part of our Units of Inquiry	<ul style="list-style-type: none"> Create team to drive personal and social capabilities domain of VicCurric within the National Safe Schools Framework Embed the VicCurric into planning documentation ACER SEW survey conducted to measure personal and social emotional wellbeing. ACER SEW S2 survey data compared to S1 data 	ELT teachers	[Drafting Note report here the timeframe for completion] Dec 2017	6 months: -ACER SEW survey conducted in S1	● ● ●			
				12 months: -ACER SEW survey conducted in S2 -ACER SEW S2 survey data compared to S1 data shows growth	● ● ●			
Develop a whole school approach to positive education using the PERMA+H model	<ul style="list-style-type: none"> Train key staff in Positive Education through Geelong Grammar's Positive Education Institute Connect with schools who have a strong culture of PosEd Develop Positive Education Action Groups (PEAG) Create success criteria for each PEAG 	ELT	Dec 2017	6 months: -PEAGs formed -Strategic intent of PEAGs set via creation of success criteria	● ● ●		\$2500	
				12 months: PEAG success criteria fulfilled	● ● ●		\$2500	
Creating more opportunities for authentic student voice to inform teaching and learning, policy and school programs.	<ul style="list-style-type: none"> Map student input across school Develop plan to increase student voice in programs and policies Create opportunities for student involvement in: <ul style="list-style-type: none"> School Council ELT meetings planning meetings Units of Inquiry 	ELT	Dec 2017	6 months: -Students will have attended School Council meetings & policy -Student feedback is discussed and documented	● ● ●			
				12 months: -Programs and policies will have identified strategies for increasing student voice -Student voice is evident in grade level collaborative planning meeting agendas	● ● ●			
Co-creation of Individual Education Plans (IEP's) with student input for all	<ul style="list-style-type: none"> Define school wide criteria for an IEP (Policy) Workshop with teachers and students about how to create an IEP 	ELT	Dec 2017	6 months: -School wide criteria is defined and new template created	● ● ●			



priority cohorts and in particular students who are highly able, at risk, PSD funded or EAL.	-Build an expectation that IEP's are reviewed in line with the UOI's -Connect with SaGE Network FISO group "Gifted and Talented"	Kirsty		12 months: -Workshops is scheduled in Grade level planning -Workshops evaluated and teacher understanding assessed	● ● ●		
Develop international mindedness in students, staff and parents.	- Teachers adapt learning experiences to address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue	Matt	Dec 2017	6 months: -Mother tongue is documented school wide -Mother tongue present in the classroom	● ● ●		
				12 months: -Mother tongue student support groups -Buddy new EAL students with a support group -Buddy new EAL parents -Mother tongue parent forum -Mother tongue is acknowledged at Grade level assemblies	● ● ●		

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	
Positive climate for learning	Vision, values and culture	Select	Select status	
	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
Community engagement in learning	Intellectual engagement and self-awareness	Select	Select status	
	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:

