Annual Implementation Plan: for Improving Student Outcomes

School name: Abbotsford Primary School
School number: 1886

Year: 2017
Based on strategic plan: 2017-2020

Endorsement:

Principal Latham Burns – 13 December, 2016

Senior Education Improvement Leader: Vincent Dobbs – 13 December, 2016

School Council President: Virginia Dods – 13 December, 2016

The school's Improvement Priorities and Initiatives

2017-2020 School Strategic Plan goals
• To increase the learning growth of every student by implementing and embedding a viable, documented curriculum and pedagogical approach. • To enhance the learning experience of each student through high quality, consistent teaching practices.

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:
Our 2017-2020 School Strategic Plan goals are focused on the 'Excellence in Teaching and Learning' improvement priority, in the initiatives of 'Building Practice Excellence' and 'Curriculum Planning and Assessment'. For 2017, the major work of our School Strategic Plan will focus on the key improvement strategies linked to 'Curriculum Planning and Assessment'. This work underpins the development of our key improvement strategies that are linked to 'Building Practice Excellence', which will have a greater focus in the later years of our school improvement cycle. First and foremost, the pedagogical model that is consistent in Chinese and English learning needs to be established in the school as a vehicle for improving teacher quality. Revision and refinement of the curriculum is logical due to the introduction of the Victorian Curriculum, as is the focus on assessment practices to inform student learning needs based on the Victorian Curriculum. Finally, the way that teams review and implement the new Victorian Curriculum and plan together based on quality assessments requires shared protocols to be established, improving the quality and productivity of each professional learning team. The 2017 Annual Implementation Plan will ensure that we are well on the way to achieving our Strategic Plan goal of improving the learning growth in Reading and Mathematics for all of our students by embedding a viable, documented curriculum and pedagogical approach.

Key improvement strategies (KIS)	
Improvement initiative:	**Key improvement strategies (KIS)**
Curriculum planning and assessment	• Research and implement an agreed pedagogical model that is consistent for Chinese and English learning. • Continuously refine the curriculum continuums in Chinese and English to ensure alignment with the Victorian Curriculum and internationally recognised Bilingual Learning Standards. • Implement a balanced assessment schedule that includes quality assessments to ensure that student learning is tracked and monitored across the school. • Strengthen the professional learning team structure by developing agreed protocols with a clear purpose for each team.
Building practice excellence	• Establish practices to include student feedback in teaching quality and in personal learning development. • Incorporate high quality use of digital and design technologies to enhance the engagement of students in learning. • Extend the culture of collaboration through an agreed, consistent and detailed peer observation and feedback approach.

Improvement Initiatives

STRATEGIC PLAN GOALS:	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum and pedagogical approach.
IMPROVEMENT INITIATIVE:	Curriculum Planning and Assessment
STRATEGIC PLAN TARGETS:	• Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016. • Learning Gain – Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016. • Teacher Judgement: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.
12 MONTH TARGETS:	• 90% of Foundation students to progress an average of three Fountas and Pinnell reading levels from February 2017 to December 2017. • 90% of Year 1 and Year 2 students to progress an average of four Fountas and Pinnell reading levels from February 2017 to December 2017. • 90% of Year 3 and Year 4 students to progress an average of four Fountas and Pinnell reading levels from February 2017 to December 2017. • 85% of Foundation students will have mastered the mathematical concept of 'Trusting the Count' based on the Assessment for Common Misunderstandings. • 85% of Year 2 students will have mastered the mathematical concept of 'Place Value' based on the Assessment for Common Misunderstandings. • 85% of Year 4 students will have mastered the mathematical concept of 'Multiplicative Thinking' based on the Assessment for Common Misunderstandings. • 85% of Year 6 students will have mastered the mathematical concept of 'Partitioning' based on the Assessment for Common Misunderstandings.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Research and implement an agreed pedagogical model that is consistent for Chinese and English learning.	• Develop staff understanding of the importance of having an agreed, quality pedagogical model. • Access various pedagogical models for staff professional reading. • Three staff members to undertake the 'Leading Pedagogy' course through the Bastow Institute of Leadership: • Plan and deliver staff workshops to develop the key elements of a pedagogical model. • Develop an agreed 'lesson design' for Literacy and Science lessons. • Visit two schools with highly developed and implemented pedagogical models. • A community of practice established with Camberwell PS and Caulfield PS to align pedagogical approaches.	• Pedagogical Leadership Team • All Teachers • Pedagogical Team • Pedagogical Leadership Team • All Teachers & Literacy Team • Pedagogical Leadership Team • Principal Team	Term 1 Term 1 & 2 Term 1 Term 3 Term 1 Term 2 & 3 Ongoing	6 months: • Purpose statement developed for the pedagogical model and displayed in the staff room and referenced at professional learning sessions relating to the development of the model. • Minutes of PLT meetings highlight reflections about pedagogical models; • Completed pedagogical leadership training for three members of staff; • Staff Professional Learning schedule includes sessions dedicated to the development of the Pedagogical Model; • Literacy lesson design completed and utilised for teacher planning. 12 months: • Principal team observes practice during classroom walkthroughs to support teachers to implement the agreed Literacy and Mathematics lesson design with verbal and written feedback provided to teachers; • Two schools have been visited with a documented reflection from each staff member that attended; • Parameters established for the community of practice and minutes include references to pedagogy.	🔴 🟡 🟢 🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Leading Teacher (0.3) $29 827 Pedagogical Leadership Team training: $2000 Professional Learning Budget allocation: $10 000 Reporting: $2 500 Sentral: $2 000	

Improvement Initiatives

Continuously refine the curriculum continuums to ensure alignment with the Victorian Curriculum and explore the relationship with an international bilingual curriculum framework.	• Provide teachers with expectations for continuous reporting; • Teachers to track student progress using the Sentral Victorian Curriculum tracker; • Tools for planning to be developed and trialled by teaching teams; • Update the schools' Scope and Sequence for Mathematics and English based on the Victorian Curriculum.	• Assistant Principal • All Teachers • Leading Teacher • Leading Teacher	Term 1 Ongoing Term 2 Term 1	6 months: • Reporting guide and expectations provided to staff; • Each student's continuum tracker updated weekly; • English and Mathematics Scope and Sequence updated and provided to teachers; 12 months: • Teachers using the tools developed to assist planning in team planning sessions; • Teachers using the updated Scope and Sequence in planning.	● ● ● ● ● ●		Teacher Assessment Release: $4 200 AMQ Leadership Coaching: $5 000 APPA Conference: $5000	
Implement a balanced assessment schedule that includes quality assessments to ensure that student learning is tracked and monitored across the school.	• The leadership team to provide teachers with explicit links between assessments on the Schedule and the Victorian Curriculum; • Student results from assessments to be entered on Sentral by classroom teachers as per the developed Assessment Schedule.	• Leadership Team • All Teachers	Term 3 & 4 Ongoing	6 months: • Semester 1 assessment results entered on Sentral by teachers; • Principal Team and Leading Teacher observe assessment data being used to inform the planning of Literacy and Mathematics. 12 months: • Semester 2 assessment results entered in Sentral by teachers. • Principal Team and Leading Teacher observe assessment data being used to inform the planning of Literacy, Mathematics Science and Inquiry.	● ● ● ● ● ●			
Strengthen the Professional Learning Team (PLT) structure by developing agreed protocols with a clear purpose for each team.	• The leadership team to develop a plan for establishing PLT protocols, purpose and objectives for each team; • Curriculum leaders to facilitate the development of the protocols, purpose and objectives with their teams; • Agenda the protocols, purpose and objectives to be reviewed every four weeks; • Staff Performance and Development goals linked to the work of the PLT, AIP and Strategic Plan. • The leadership team to undertake leadership coaching 2-3 times per term with AMQ Leadership Coaching; • Principal Team to attend the Australian Primary Principal Association (APPA) Conference in Term 3, Week 9.	• Principal Team • Curriculum Leaders • Curriculum Leaders • All Teachers	Term 1 Term 1 Ongoing Term 1	6 months: • Minutes of Leadership Meetings document the strategies of leaders to facilitate the development of protocols, purpose and objectives; • Minutes state the reflection and modification of the protocols, purpose and objectives every four weeks; • Staff Performance and Development plans have goals linked to the PLT, AIP and SSG. 12 months: • As above; • Staff Performance and Development review meetings focus on implementing the goals and achieving the targets of the PLT, AIP and SSG. • Eight to ten sessions of leadership coaching completed by the leadership team; • Principal team attendance at the APPA conference.	● ● ● ● ● ●			

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.

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS:	To enhance the learning experience of each student through high quality, consistent teaching practices.
IMPROVEMENT INITIATIVE:	Building Practice Excellence
STRATEGIC PLAN TARGETS:	• Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016. • Learning Gain – Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016. • Participation - Student Attendance: The 2017-2020 average student absenteeism days will be 14 days or less, reversing the absenteeism upwards trend from the 2013-2016 period. • Attitudes to School - Stimulating Learning: The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5. • Parent Opinion - Stimulating learning: The 2017-2020 Mean Factor Score to be an average of 6 or higher out of 7. • Teacher Judgement: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.
12 MONTH TARGETS:	• 2017 Parent Opinion – School Improvement' to have a Mean Factor Score of 5.75 or higher and 'Reporting' to have a Mean Factor Score of 6.00 or higher. • 2017 Staff Opinion – Teaching and Learning – 'Setting Objectives and Providing Feedback' to have a Mean Overall Score of 85.00 or higher.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Establish practices to include student feedback in teaching quality and in personal learning development.	• Set up access to Sentral to all parents and students; • Provide parent workshops and information materials to access Sentral; • Provide students with instructions on using Sentral; • Install a Sentral 'kiosk' in the school foyer for parents and students to access.	• Assistant Principal • Assistant Principal • Assistant Principal & Classroom Teachers • Administration Team	Term 2 Term 3 Term 3 Term 2	6 months: • A trial of five parents and five students to be completed; • Installation of Sentral Kiosk in the school foyer; • Administration staff trained to support parents and students. 12 months: • Parent workshops planned and implemented; • Teachers plan lessons to support students accessing Sentral.	● ● ● ● ● ●	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Assistant Principal (0.3) $35 094 Curriculum Leadership Team training: $2800 Professional Learning Budget allocation: $10 000 Digital Learning Release: $2 500 Curriculum Resources: $32 500	
Incorporate high quality use of digital and design technologies to enhance the engagement of students in learning.	• Establish and document a system for students to report incidents of cyberbullying; • Plan for the inclusion of explicit teaching about rights and responsibilities , digital citizenship, cyberbullying and cybersafety; • Explicitly teach cyber-risks and cyber-safe practices; • Students provided the opportunity to generate information on cyberbullying, cybersafety and e-security and communicate these to the wider school community; • Link with the Vietnamese Women's Association, North Richmond Community Health Centre and the North Richmond Housing Estate to support the eSMART practices established at the school.	• Digital Learning Team • Senior School Team • Senior School Team • Senior School Team • Assistant Principal and Digital Learning Leader	Term 3 Term 2 Term 3 Term 4 Term 4	6 months: • Modified Bullying and Harassment Policy to include processes for reporting Cyberbullying; • Teacher planning includes references to cybersafety with explicit teaching of cyber-risks and cyber-safe practices; • Education and Policy Sub-Committee to include a focus on eSMART. 12 months: • Senior students have produced material to demonstrate and promote their cyersafety knowledge and skills; • Meetings with outside agencies documented.	● ● ● ● ● ●			
Extend the culture of collaboration through an agreed, consistent and detailed peer observation and feedback approach.	• Staff will undertake at least two peer observations each term with an agreed area of focus based on the protocols established in 2016. • The principal team to have regularly scheduled classroom support time with an agreed focus with the classroom teacher.	• All Staff • Principal Team & Classroom Teachers	Ongoing Ongoing	6 months: • All teachers have completed a mix of six observation/feedback sessions with their peers; • The principal team has a timetable scheduled with classes. 12 months: • All teachers have completed another mix of six observation/feedback sessions with their peers; • The principal team has documented reflections of classroom visits.	● ● ● ● ● ●			

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**	Yes	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	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	**Building leadership teams**	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	**Empowering students and building school pride**	No	Select status	
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	**Building communities**	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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]

Considerations for 2018: