

Annual Implementation Plan: for Improving Student Outcomes

School name: East Bentleigh Primary School

Year: 2017

School number: 4837

Based on strategic plan: 2016-2019

Endorsement:

Principal Maria Shearn

Senior Education Improvement Leader [Stuart Andrews]

School council Kym Mai

8th March 2017

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
<ul style="list-style-type: none"> ➤ To maximise individual student learning growth, with a whole school focus on literacy and numeracy. ➤ To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking. ➤ To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills ➤ To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.

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.

Students will achieve high levels of individual learning growth in the future with a renewed focus on systematically analysing data and evidence to inform more purposeful teaching, building more consistent teaching practices through the implementation of the 'East Bentleigh PS Instructional Model' and raising cognitive engagement levels.
 We aim to do this through developing good active learning behaviours in all of our students and in developing a shared East Bentleigh PS learning language between parents, students and teachers.

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	<ol style="list-style-type: none"> 1. To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework) 2. To further build individual teacher and teams of teachers' knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student. 3. To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning.
Empowering students and building school pride	<ol style="list-style-type: none"> 1. Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning. 2. Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning. 3. Review and strengthen the attendance policy and processes to reduce student absence.



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		To maximise individual student learning growth, with a whole school focus on literacy and numeracy.						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		<p>National Assessment Program – Literacy and Numeracy (NAPLAN) Relative Growth.</p> <p>Victorian Curriculum F-10 data Years P-6: Allocation of A's and B's; tracking student growth – average of one Victorian Curriculum F-10 level per year.</p> <p>Staff opinion – continue to improve School Climate results for Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum so that they trend up and are sustained at or above the 67th percentile for all primary schools.</p> <p>Staff opinion – continue to improve Professional Learning results for Feedback and Active Participation so that they trend up and are sustained at or above the 67th percentile for all primary schools.</p> <p>ATS Survey – Continue to improve Teacher Effectiveness and Teacher Empathy.</p>						
12 MONTH TARGETS		<ul style="list-style-type: none"> • Writing Data improvement in Naplan 2017 • Teacher judgement more consistent with formal data – Naplan, MOI, Essential Assessment, VCOP criterion scale, Fountas and Pinnell, SWST (Single word spelling test) • Feedback in Staff survey to show improvement – from 41.5% in 2016 to 60% or above • Student Motivation to increase from 4.56 in 2016 to 5 or above 						
PLP's KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework)	<p>1.1 Continue to research and adopt best teaching and learning practices to continue to enhance teacher professional learning and student outcomes.</p> <p>1.2 Further develop a culture of sharing and learning together to support consistent adoption of agreed practices eg 'Learning Walks'; team teaching; peer observation; mentoring; modelling; coaching; feedback from leaders, colleagues and students; the use of the Performance and Development Framework.</p>	Leadership Team	Continuous over the course of our Strategic plan	<p>6 months:</p> <ul style="list-style-type: none"> • Whole school planning documentation in Writing (based on the VCOP Big Write) and working on consistent documentation for term planners and weekly planning in English and Mathematics • Feedback processes incorporated in teacher's Performance Review plans • Teacher judgement more consistent with formal data – Naplan, MOI, VCOP criterion scale and Essential Assessment. • Investigate use of Foutas and Pinnell – Literacy Assessment • PLP's for all highly able students • PLP's for students in Grades 3-4 making less than 6 months growth in Writing and Number 	●	<ul style="list-style-type: none"> • Term planning documents are whole school. Weekly planning including evidence of differentiation • Teacher PDP's to investigate use of feedback in classrooms • VCOP criterion scale used as a common assessment instrument across the school • Fountas and Pinnell introduced • PLP's in place 	\$4000	
				<p>12 months:</p> <ul style="list-style-type: none"> • Whole school planning documentation in English and Mathematics – incorporating VCOP - Big Write., 			● ● ●	



				<p>term and weekly planning in English and Mathematics and introducing a whole school reading program – E.G.-CAFÉ reading.</p> <ul style="list-style-type: none"> • More formal processes with peer observations related to teacher’s performance reviews • Writing Data improvement in top two bands in Naplan 2017 Grade 3 – 44% - to 65% Grade 5 – 13% to 30% • Teacher judgement more consistent with formal data – Naplan, MOI, Essential Assessment, VCOP criterion scale, Fountas and Pinnell, SWST (Single word spelling test) • Feedback Variable in Staff survey to show improvement – from 41.5% in 2016 to 60% or above • Student Motivation to increase from 4.56 in 2016 to 5 or above 			
<p>To further build individual teacher and teams of teachers’ knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student.</p>	<p>2.1 Support teachers to develop deeper knowledge of the guaranteed and viable curriculum, the curriculum standards, the learning continuum and the school’s scope and sequence curriculum.</p> <p>2.2 Develop a more targeted approach to address the learning needs of higher achieving students.</p>	All Staff	Dec 2017	<p>6 months:</p> <ul style="list-style-type: none"> • Begin development of Scope and Sequence related to Victorian Curriculum • Evaluate current Maths Extension program • Trial a Literacy Extension Program • Enhanced and regularly reviewed PLP’s for all students at 12 months or above expected levels in Literacy and Numeracy • Teacher PDP’s aligned to school wide goals and targets Copy of both Steiner and Mainstream Scope and Sequence in relation to Victorian Curriculum • Planning documents citing Victorian Curriculum 		<ul style="list-style-type: none"> • Scope and sequence documents now aligned to Victorian Curriculum in Mainstream and in progress in Steiner stream • Numeracy team evaluated Maths extension program and found no noticeable shift in outcomes- decision made to focus more on differentiation in classroom practice • All teacher PDP’d are aligned with school goals- need to work on consistency across the school 	\$500 \$360
				<p>12 months:</p> <ul style="list-style-type: none"> • Completion of Scope and Sequence for both Steiner and Mainstream based on the Victorian Curriculum • All students assessed at 12 months or above in Literacy and Numeracy on regularly reviewed PLP’s • Participation of all students in Years 3-6, 12 months or above expected level in either Literacy or Numeracy Extension Program or both • PLP’s in place for all students 12 months or above expected levels - monitored for growth each term • All teacher planning documentation to demonstrate differentiation of the curriculum program to cater for high achieving students • Evidence of increased learning growth in high achieving students in all cohorts in writing and number 	● ● ●		
<p>To implement and further develop whole school consistent approaches to</p>	<p>3.1 Enable teachers to develop deeper understandings of how to use the data tracking program (SPA) to better inform teacher and teams</p>	Assistant Principal and all	Ongoing	<p>6 months:</p> <ul style="list-style-type: none"> • Review of Assessment schedule • Review new On demand testing tools 		<ul style="list-style-type: none"> • Was formally 	



assessment, moderation, tracking and management of data and how these data inform shared planning.	of teachers' knowledge of student progress 3.2 Continue to improve the tracking of individual student progress in order to deliver high quality learning pathways appropriate to individual student needs.	staff		<ul style="list-style-type: none"> Facilitate data tracking and analysis opportunities for PLT's throughout the school Teacher judgement more consistent with formal data –MOI, Essential Assessment, VCOP criterion scale, Increased use of triangulated data in PLT's 				
				12 months: <ul style="list-style-type: none"> Teachers utilising SPA data in their curriculum syndicate meetings. Teacher judgement more consistent with formal data – Naplan, MOI, Essential Assessment, VCOP criterion scale, Fountas and Pinnell, SWST (Single word spelling test) 	<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> ● 	\$500 \$2000	

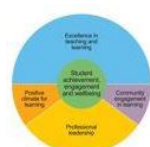


Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.						
IMPROVEMENT INITIATIVE		Empowering students and building school pride						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> • ATS Survey – Continue to improve Student Motivation, Learning Confidence, Stimulating Learning, School Connectedness. • Student Attendance – an improving trend with attendance for each year level at 95% or better by 2019. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> • Evidence of Student Goal setting in end of year review cycles • Feedback from parents • Learning intentions and success criterion evident in all classroom 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
					Estimate	YTD		
Create opportunities for students to develop a ‘growth’ mindset, practice ‘good learning behaviours’ and be actively involved in their learning. Continue to strengthen the three-way education partnership.	1.1 Improve the quality of teacher/student feedback to develop higher levels of student decision making, student efficacy and accountability for their own learning and increase students’ ability to provide feedback to teachers about teaching and learning.	Leadership and Staff	Ongoing	6 months: <ul style="list-style-type: none"> • Teachers to establish more rigorous goal setting for students in their classroom. • Ongoing P.D.in setting of goals. • Evidence of goal setting in all classrooms • Evidence of Student Goal setting in mid review cycles 				
				12 months: <ul style="list-style-type: none"> • Student led conferences to have a defined process where students have developed their learning goals in Literacy, Numeracy and Social and Emotional Learning • Evidence of Student Goal setting in end of year review cycles • Feedback from parents in Parent Opinion Survey • Reporting scale to increase from 30.3 to 40 or above 	● ● ●			
Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning.	2.1 Investigate the introduction of a learning to learn program across the whole school at the start of each year to build student metacognitive capacities and to better ensure the development of common practices and shared language around teaching and learning.	Literacy and Numeracy Teams and all staff	Ongoing	6 months: <ul style="list-style-type: none"> • Whole school planning documentation in Writing (based on the VCOP Big Write) and working on consistent documentation for term planners and weekly planning in English and Mathematics • Learning intentions and success criterion evident in all classroom • PD held in more rigorous student led conference processes 				
				12 months: <ul style="list-style-type: none"> • Adopt a whole school Reading program so common language and processes are evident across the school. • Planning documentation consistent across the school. • Best practice evident in literacy and numeracy lessons 	● ● ●		\$3000	



				<p>– VCOP writing and whole part whole numeracy lessons.</p> <ul style="list-style-type: none"> • Learning intentions and success criterion evident in all classroom • Weekly and term planners being consistent across the school • Enhanced student led conferences across all year levels 				
Review and strengthen the attendance policy and processes to reduce student absence.	3.1 Monitor Attendance Policy and strategies to promote regular attendance. Amend as necessary, promote and enforce.	Wellbeing Team	Ongoing	<p>6 - 12 months:</p> <ul style="list-style-type: none"> • Priority- collate all the material re: ‘Every Minute Counts’ and It’s Not Ok To Be Away,’ for ratification by school council • Review school procedures and trial new strategies to lower absenteeism • Improvement in absence data across the school – from 26% with 20 or more absence days to 20% or less • Consistent responses to absenteeism across the school 				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Empowering students and building school pride						
STRATEGIC PLAN TARGETS		ATS Survey – Continue to improve variable results for Student Morale, Learning Confidence, and Connectedness to Peers. Parent opinion – Continue to improve variable results for School Improvement, Parent Input, Reporting and Homework so that they are sustained above State mean levels.						
12 MONTH TARGETS		<p>Attitudes to School data</p> <ul style="list-style-type: none"> • Learning Confidence to increase from 4:17 to 4.2 or above • Student Morale to continue to increase from 5.71 to 5.8 or above • School connectedness – 4.55 - to maintain between 4.5 and 4.6 – well above region and state mean 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>1. Continue to build the capacity of students to be socially responsible and respectful in all their relationships.</p> <p>2. Enhance support for every student to further build their social and emotional wellbeing and to be resilient.</p>	<p>2.1 Greater emphasis on Restorative Practices, KidsMatter and the Social and Emotional Framework professional learning for staff as ways to further develop students' social and emotional skills and to ensure consistency of approach to student wellbeing and management both inside and outside classrooms</p> <p>2.2 Investigate Respectful Relationships and audit against current practices</p> <p>2.3 Children feeling that they are being stretched and challenged</p>	Wellbeing team and all staff	Ongoing	<p>6 - 12 months:</p> <ul style="list-style-type: none"> • Promote mindfulness in classrooms and provide resources in the form of picture story books, cards etc • Promote a character strengths common language • Collate and copy character strength activities for SEL folders • Develop new raffle tickets with tick boxes linked to character strengths • Commence audit against Respectful Relationships document • Social and Emotional learning evident in term and weekly planning • Data from survey of Foundation – Year 4 data 		•	\$4000	
				<p>12 months:</p> <ul style="list-style-type: none"> • Collate and copy character strength activities for SEL folders • Develop new raffle tickets with tick boxes linked to character strengths • Alignment of Respectful relationships with our Social and Emotional Learning program <p>Attitudes to School data</p> <ul style="list-style-type: none"> • Learning Confidence to increase from 4:17 to 4.2 or above • Student Morale to continue to increase from 5.71 to 5.8 or above • School connectedness – 4.55 - to maintain between 4.5 and 4.6 – well above region and state mean 			● ● ●	



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:

