

Annual Implementation Plan: for Improving Student Outcomes

School name: Kings Park Primary School

Year: 2017

School number: 5236

Based on strategic plan: 2017-2020

Endorsement:

Principal: Jodi Park

March 2017

Senior Education Improvement Leader: Jason Smallwood

March 2017

School Council President: Cheryl Steel

March 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	
<p>Achievement</p> <ul style="list-style-type: none"> To continue to improve student achievement with a continued focus on literacy and numeracy. <p>Engagement</p> <ul style="list-style-type: none"> To build student confidence and engagement in learning. <p>Wellbeing</p> <ul style="list-style-type: none"> To improve students' social competencies, resilience and sense of wellbeing. 	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.

A major focus for our school that came through during the Pre Review Self-Evaluation and Peer Review process was to further explore and identify what we needed to do to continue to lift student learning outcomes in Numeracy and Reading.

The school is committed to continuing to work on delivering an engaging curriculum program that maximises the learning opportunities for all students to succeed. In 2017 our focus will be to continue the effective implementation of evidence based high impact strategies to support teaching teams in the development of documented essential learnings in the area of Reading. The school is committed to expanding the successful implementation of year level SMART (Specific, Measurable, Achievable, Results-focused and Time-bound) goals to identify and monitor students achieving above the expected level and students deemed at risk and develop a course of action to improve student learning outcomes and collectively improve teaching practice. The school will also continue to deploy a range of strategies, including mentoring, peer reviews, classroom observations and constructive feedback, to support classroom teachers in improving teacher practice and lifting student learning outcomes with a particular focus on reading and number.

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"> Enhance teacher instructional practice to develop and improve the teaching of Reading comprehension strategies from Prep to Year 6. Enhance teacher instructional practice and content knowledge to improve the teaching of Numeracy strategies from Prep to Year 6.
Empowering students and building school pride	<ul style="list-style-type: none"> To build teacher capacity around the effective embedding of technology across the curriculum






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 continue to improve student achievement with a continued focus on <u>literacy</u> and <u>numeracy</u>.							
IMPROVEMENT INITIATIVE		Building practice excellence							
STRATEGIC PLAN TARGETS		READING TARGETS Reading NAPLAN <ul style="list-style-type: none"> • 98% of year 3 and year 5 students will consistently achieve results above NMS in the NAPLAN Reading assessment. • At least 90% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment [2016 83%]. • 40% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment [2013 - 2016 range 28%-40%]. • 40% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 - 2016 range 17%-40%]. Reading – Teacher Judgement <ul style="list-style-type: none"> • 40% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing [2013 -2016 range 33% - 36%]. • 80-90% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2. 			NUMERACY TARGETS NUMERACY NAPLAN <ul style="list-style-type: none"> • 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment [2013 -2016 range 17%-40%]. • 35% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 - 2016 range 17%-40%]. NUMERACY Maths Online Interview (MOI) <ul style="list-style-type: none"> • Consistently have 90% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI. Numeracy – Teacher Judgement <ul style="list-style-type: none"> • 35% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra [2013 -2016 range 20% - 27%]. 				
12 MONTH TARGETS		<p>At least 36% of students to achieve results above the expected Victorian Curriculum level in Reading and Viewing. 70% of year 2 students to achieve the expected comprehension level on school based PROBE test at end of year 2. 25% of year 5 students to demonstrate medium to high relative growth in the NAPLAN Reading assessment. 35% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment 30% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment</p> <p>27% - 30% of students to achieve results above the expected Victorian Curriculum level in Number and Algebra 90% of students P-2 achieving at the expected Growth Point (Counting, Place Value, Addition and Subtraction) on the MOI with a particular focus on Counting, and Addition and Subtraction 25% - 30% of year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment. 20% - 25% of year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment.</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	MONITORING				
					Progress Status	Evidence of impact [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Budget		
Enhance teacher instructional practice to develop and improve the teaching of Reading comprehension strategies from Prep to Year 6.	READING <ul style="list-style-type: none"> • Conduct an audit of the Reading Program and align to the Victorian Curriculum • Develop and document an agreed and viable curriculum with an initial focus on reading in line with the Victorian Curriculum standards and elaborations • Refine staff understanding of the Guided Reading/Reciprocal Teaching strategies of 	Led by: Leadership team/ Literacy Leading Teacher Requires input/ involvement of all teaching staff	Ongoing 2017	6 months: <ul style="list-style-type: none"> • Complete audit of current Reading Program in line with the Victorian Curriculum • All teaching teams have developed SMART goals to ensure that at least 36% students achieve results above the expected Victorian Curriculum level in Reading • All PLT's use SMART Goal trackers fortnightly/3 weekly to monitor student progress against SMART Goal. • Allocation of time for teachers from the same year level to meet and plan an agreed and viable reading program (1 CRT Day per teacher x 2 Terms) • Identification of students requiring speech support 	● ● ●				



	<p>Predicting, Clarifying, Inferring, Question Generating and Summarising.</p> <ul style="list-style-type: none"> • Allocation of time for teachers from the same year level to meet and plan lessons together based on an agreed and viable curriculum in the area of Reading • Build staff capacity to effectively teach reading through professional development, readings, and coaching/modelling 			<p>12 months:</p> <ul style="list-style-type: none"> • All PLT's have continued to use SMART Goal trackers fortnightly/3 weekly to monitor student progress against SMART Goal. • At least 36% SMART goal students achieved results above the expected Victorian Curriculum level in Reading • Staff have engaged in professional development & reading, coaching and modelling related to the teaching of Reading comprehension strategies • A documented agreed and viable Reading curriculum that is in line with the Victorian Curriculum standards and elaborations and implemented consistently across teaching teams • Allocation of time for teachers from the same year level to meet and plan an agreed and viable reading program (1 CRT Day per teacher x 4 Terms) • Speech support program implemented for all students assessed as needing support • Learning walks & peer observations timetabled and implemented across the school • Evidence of differentiation through student grouping in reading evidenced in individual work programs. • Evidence of differentiation and student engagement through the use of Literacy Planet (evidenced in online Literacy Planet data). 				
<p>Enhance teacher instructional practice and content knowledge to improve the teaching of Numeracy strategies from F to 6.</p>	<p>NUMERACY</p> <ul style="list-style-type: none"> • Build staff capacity staff capacity to effectively teach numeracy through professional development, readings, and coaching/modelling • Develop staff awareness of the proficiencies of Understanding, Fluency, Problem Solving and Reasoning and how they are fundamental to learning mathematics. • Allocation of time for teachers from the same year level to meet and plan lessons together based on an agreed and viable curriculum in the area of Numeracy with a focus on improving Understanding, Fluency, Problem Solving and Reasoning • Expand Numeracy Intervention Program F-6 (GRIN) Equity funding 	<p>Led by: Leadership team/ Numeracy Leading Teacher</p> <p>Requires input/ involvement of all teaching staff</p>	<p>Ongoing 2017</p>	<p>6 months:</p> <ul style="list-style-type: none"> • Staff employed as GRIN tutors or to release experienced staff to conduct GRIN program. GRIN numeracy intervention program implemented F-6 • Additional staff (Teacher and ES staff) attend GRIN PL • All teaching teams have developed SMART goals to ensure that 27% - 30% students achieve results above the expected Victorian Curriculum level in Number & Algebra • All PLT's use SMART Goal trackers fortnightly/3 weekly to monitor student progress against SMART Goal. 				
				<p>12 months:</p> <ul style="list-style-type: none"> • Essential Academic Numeracy Vocab created and documented for each year level. • Staff engaged in professional development, reading, coaching and modelling around the effective teaching of numeracy (evidenced in staff individual PDPs.) • All PLT's have continued to use SMART Goal trackers fortnightly/3 weekly to monitor student progress against SMART Goal. • 27% - 30% SMART goal students achieved results above the expected Victorian Curriculum level in Number & Algebra • At least 50% each GRIN year level cohort have achieved results AT the expected Victorian Curriculum level in Number & Algebra • Evidence of differentiation through student grouping/extension /support in numeracy evidenced in individual work programs. • Evidence of differentiation and student engagement through the use of Mathletics (evidenced in online Mathletics data). 				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To build student confidence and engagement in learning.							
IMPROVEMENT INITIATIVE		Empowering students and building school pride							
STRATEGIC PLAN TARGETS		<p>STUDENT ATTITUDES TO SCHOOL Stimulating Learning – Increase mean score from 4.35 in 2016 to above 4.5 in 2020 Student Motivation – Increase mean score from 4.66 in 2016 to above 4.8 in 2020 Learning Confidence- Increase mean score from 4.11 in 2016 to above 4.5 in 2020</p> <p>PARENT OPINION Learning focus – Increase from 5.75 in 2016 to at or above 6.0 in 2020 Student motivation – Increase from 5.88 to at or above 6.0 in 2020</p>							
12 MONTH TARGETS		<p>STUDENT ATTITUDES TO SCHOOL Stimulating Learning – Increase mean score to above 4.35 Student Motivation – Increase mean score to above 4.66 Learning Confidence- Increase mean score to above 4.11</p> <p>PARENT OPINION Learning focus – Increase mean score to above 5.75 Student motivation – Increase mean score to above 5.88</p> <p>STAFF OPINION Teacher Collaboration- Increase percentage of positive responses to at or above 75%.</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
To build teacher capacity around the effective embedding of technology across the curriculum.	<ul style="list-style-type: none"> Consult with community to redevelop and resource the ICT eLearning program inclusive of a scope and sequence for Coding/Digital Technologies that is in line with the Victorian Curriculum standards and elaborations Develop staff capacity to effectively utilise technology to provide differentiated teaching and learning Continue to build teacher capacity to use research-based, high impact effective pedagogical practices in all classrooms Develop student and teacher understanding of the key elements of the 'Growth Mindset' required to learn. 	Led by: Leadership team/ ICT Leading Teacher/ Assistant Principal Requires input/ involvement of all teaching staff	Ongoing 2017	6 months: <ul style="list-style-type: none"> Complete audit of current eLearning plan in line with the Victorian Curriculum Development of a scope and sequence for Coding/Digital Technologies that is in line with the Victorian Curriculum standards and elaborations 100% of staff have engaged in professional development & reading to develop an understanding of the key elements of the 'Growth Mindset' required to learn as evidenced in staff PD trackers 	● ● ●				
				12 months: <ul style="list-style-type: none"> All teachers are implementing effective teaching and learning strategies around the key elements of the 'Growth Mindset' required to learn as evidenced in weekly work programs All staff have engaged in professional development & reading related to the use of ICT technologies as evidenced in staff PD trackers ICT equipment purchased to support the implementation of Coding/Digital Technologies curriculum Implementation of a scope and sequence for Coding/Digital Technologies grades 5 & 6 in line with the Victorian Curriculum standards and elaborations. Evidence of the utilisation of technology to provide differentiated teaching and learning program (evidenced in year level term planners/individual work programs). Evidence of student engagement through the use of DP Primary (evidenced in the development of online student portfolios). 	● ● ●				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To Improve students' social competencies, resilience and sense of wellbeing.							
OTHER IMPROVEMENT MODEL DIMENSIONS		Setting expectations and promoting inclusion							
STRATEGIC PLAN TARGETS		<p>STUDENT ATTITUDES TO SCHOOL Classroom Behaviour – Increase mean score from 3.72 1in 2016 to above 4.5 in 2020 Student Distress -Increase mean score from 6.21 1in 2016 to above 6.5 in 2020 Student Morale Increase mean score from 6.00 1in 2016 to above 6.5 in 2020</p> <p>PARENT OPINION Classroom Behaviour - Increase mean score from 5.38 1in 2016 to at or above 6 in 2020 Student Safety -Increase mean score from 5.58 in 2016 to at or above 6 in 2020 Social Skills -Increase mean score from 5.75 in 2016 to at or above 6 in 2020</p>							
12 MONTH TARGETS		<p>STUDENT ATTITUDES TO SCHOOL Classroom Behaviour – Increase mean score to above 3.72 Student Distress - Increase mean score to above 6.21 Student Morale -Increase mean score to above 6.00</p> <p>PARENT OPINION Classroom Behaviour - Increase mean score to above 5.38 Student Safety - Increase mean score to above 5.58 Social Skills - Increase mean score to above 5.75</p> <p>STAFF OPINION Trust in students and Parents-Increase percentage of positive responses to at or above 70%</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Further enhance Student Services Program to give greater emphasis to the development of healthy relationships, values and social skills	<ul style="list-style-type: none"> Review and redevelop the school's Welfare and Engagement Policy Refine teachers and students' understanding of the school's four core values Refine the school's Values Program [Explore and decide on most preferred resource] Build staff capacity to explicitly teach social skills e.g. negotiating, being assertive, building resilience Continue and extend Blue Earth Program Build staff capacity to manage challenging behaviour through the provision of professional Learning opportunities (CASEA) Provide opportunities for whole school community events i.e. Harmony Day community BBQ, Multicultural Celebration Day 	Led by: Leadership team/ Values Coordinator/ Welfare Leading Teacher Requires input/ involvement of all teaching staff	Ongoing 2017	6 months: <ul style="list-style-type: none"> PLC Teams review current Welfare and Engagement Policy Specialist timetable to include Blueearth sessions for F/1 students and grade 6 buddies All staff participate in challenging behaviour professional Learning (CASEA) (as evidenced in PDP) 	● ● ●				
				12 months: <ul style="list-style-type: none"> Policy refined/developed for Student Welfare and Engagement ALL F/Gr 1/Gr6 students participated in Blue Earth Program Whole school Blueearth Olympics (Blueearth celebration day conducted by grade 6 leaders Blueearth program extended to include other year levels beyond grades F,1 and 6 All staff implement range of challenging behaviour strategies in classroom (as evidenced in work program) School wide data collected to track parent/family attendance at school community events to establish baseline data for continued improvement 	● ● ●				



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]				
Considerations for 2018:				

