

# Annual Implementation Plan: for Improving Student Outcomes

School name: Buangor Primary School

Year: 2017

School number: 2072

Based on strategic plan: 2014-2017

Endorsement:

Principal: Marcus Murrell 22<sup>nd</sup> March 2017

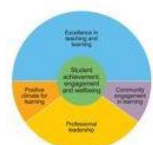
Senior Education Improvement Leader: Karen Howden-Clarnette March 2017

School Council: Alison Tonkin 22<sup>nd</sup> 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                       | ✓ |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>Develop a school wide plan to improve writing.</li> <li>Develop a school wide plan to improve Science.</li> <li>To sustain current Numeracy achievement.</li> <li>To sustain current Literacy (spelling &amp; reading) achievement.</li> <li>Strengthen student's knowledge, skills and behaviours in interpersonal learning.</li> <li>To provide the best possible social and physical environment to enhance students learning.</li> <li>To ensure all curriculum areas are properly resourced and priorities fully funded.</li> </ul>   | <b>Excellence in teaching and learning</b>  | Building practice excellence                  | ✓ |
|   |   | Curriculum planning and assessment            | ✓ |
|   | <b>Professional leadership</b>  | Building leadership teams                     |   |
|   | <b>Positive climate for learning</b>  | Empowering students and building school pride |   |
|   |   | Setting expectations and promoting inclusion  |   |
|   | <b>Community engagement in learning</b>   | Building communities                          |   |
| <b>Improvement Initiatives rationale:</b><br>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.   |   |   |   |
| As identified in the Strategic Plan, the school has recognised the need to improve student outcomes in writing. In 2016 we began to introduce elements of VCOP, Daily 5 and CAFÉ in an attempt to do this. This included staff professional development and implementation of facets into both classrooms (F-2 & 3-6). We trialled Big Write and Cold Write sessions as well as across school writing moderation. We now believe we need to refine this process and continue to focus on improving writing outcomes.<br><br>2016 NAPLAN results show that the school mean for writing, for both Grade 3 and 5, has increased from 2014 and 2015. Grade 5 writing results have particularly shown excellent growth over the last two years. In 2016 Grade 3 writing, spelling, grammar and punctuation were below state means. Grade 5 results for spelling were also below state means. Parent Opinion Survey data remains strong with all areas being above the state mean. Whilst Student Attitudes to School data is also strong. This is the last year of the current Strategic Plan. |   |   |   |
| <b>Key improvement strategies (KIS)</b><br>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.  |   |   |   |
| <b>Improvement initiative:</b>  | <b>Key improvement strategies (KIS)</b>   |   |   |
| Building practice excellence  | <ul style="list-style-type: none"> <li>Work in Communities of Practice with Network schools with a focus on writing.</li> <li>Implement VCOP (Including Big &amp; Cold Write) across the school and undertake whole school writing moderation.</li> <li>Participation in a Leading Literacy Bastow Course.</li> </ul> |   |   |
| Curriculum planning and assessment  | <ul style="list-style-type: none"> <li>Develop a range of school curriculum documents that incorporate the F-10 Curriculum.</li> <li>Investigate student assessment tools that have sound diagnostic components.</li> <li>Incorporate greater data analysis into school procedures and routines.</li> </ul>           |   |   |



## 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  |  | Develop a school wide plan to improve writing.<br>To sustain current Literacy (spelling & reading) achievement.<br>To sustain current Numeracy achievement.  |  |  |                 |  |        |  |
|---|--|--|--|--|-----------------|--|--------|--|
| IMPROVEMENT INITIATIVE  |  | To improve student learning outcomes in writing, reading and Mathematics, for all students in F-6 by at least one Achievement Standard in 2017.  |  |  |                 |  |        |  |
| STRATEGIC PLAN TARGETS  |  | For 100% of students to be achieving at their expected AusVELS level for Writing.<br>For 100% of students achieving at their expected AusVELS level for Reading.<br>For 100% of students achieving at their expected AusVELS level for Mathematics.  |  |  |                 |  |        |  |
| 12 MONTH TARGETS  |  | To ensure all students progress in Writing by at least 1 Achievement Standard over the next 12 months.<br>To ensure all students progress in Reading and Viewing by at least 1 Achievement Standard over the next 12 months.<br>To ensure all students progress in Mathematics at least 1 Achievement Standard over the next 12 months.<br>To increase the school mean in Writing, Reading and Numeracy in NAPLAN in Year 3. |  |  |                 |  |        |  |
| KEY IMPROVEMENT STRATEGIES<br>[Drafting Note report here the KIS from the previous summary page]                                | ACTIONS<br>[Drafting Note report here what the school will do and how - including financial and human resources]   | WHO<br>[Drafting Note report here the person responsible]  | WHEN<br>Drafting Note report here the timeframe for completion | SUCCESS CRITERIA<br>[Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]   | Progress Status | MONITORING   |        |  |
|   |  |  |  |  |                 | Evidence of impact<br>Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice | Budget |  |
|   |  |  |  |  | Estimate        |  | YTD    |  |
| <ul style="list-style-type: none"> <li>Work in Communities of Practice with Network schools with a focus on writing.</li> </ul> | Develop a Community of Practice with Network Schools who have a like focus on writing and VCOP/Big Write.<br>Develop a PLT with Network Schools and devise a meeting schedule.<br>Peer planning and moderation with teachers from Network Schools.<br>Investigate peer observation with Network Schools. | Principal;<br>Marcus Murrell.<br><br>Teachers:<br>Sally Peacock,<br>Terrie Domanshenz & Katie White.   | End of Term 4.   | 6 months: Join a Community of Practice with identified Network Schools.<br>Network PLT meeting schedule devised.   | ●<br>●<br>●     |  |        |  |
|   |  |  |  | 12 months:<br>Staff participation in Community of Practice Professional Development sessions and PLT meetings at least once a term.<br>Teachers have planned and implemented a series of writing activities in order to improve student writing outcomes across Network Schools.<br>Teachers have jointly moderated writing samples across Network Schools.<br>Teachers have documented reflections on best teaching practice to improve writing outcomes, through Network discussions and peer observations.<br>All students will progress in writing by at least 1 Achievement Standard over the next 12 months. | ●<br>●<br>●     |  |        |  |



|  |   |  |                       |   |   |             |  |
|--|---|--|-----------------------|---|---|-------------|--|
| <ul style="list-style-type: none"> <li>Implement VCOP (Including Big &amp; Cold Write) across the school and undertake whole school writing moderation.</li> </ul> | <p>All teaching staff to participate in Professional Development in VCOP/Big Write, Days 1 and 2. VCOP elements introduced into the daily literacy program.</p> <p>Ongoing Professional Development regarding VCOP and writing at school PLT meetings. A Big Write and Cold Write schedule to be devised for the whole school.</p> <p>Conduct Big and Cold Write sessions across the school.</p> <p>Whole school writing moderation conducted at least once a term.</p> | <p>Leader: Sally Peacock</p> <p>Teachers: Terrie Domanshenz, Katie White &amp; Marcus Murrell.</p> | <p>End of Term 4.</p> | <p>6 months:<br/>All teaching staff have participated in Professional Development in VCOP and Big/Cold Write, internally and externally.<br/>A Big Write and Cold Write schedule has been devised for the whole school.<br/>Elements of VCOP visible in classrooms and incorporated in teacher work programs.</p> <p>12 months:<br/>Conduct Big and Cold Write sessions across the school at least once a term.<br/>All students have progressed at least one Achievement Standard in Writing in 2017.<br/>Increase in the school mean in Writing in NAPLAN for Grade 3.<br/>All students in Grade 3-6 have increased On Demand scores in Writing and Spelling/Language.<br/>Staff including VCOP activities into their weekly program.<br/>Staff are using data gained from Big and Cold Write assessments to drive future writing lessons and activities for students.<br/>Student writing samples show an increased quantity and detail over the next 12 months.</p> | <p>●<br/>●<br/>●</p> <p>●<br/>●<br/>●</p> | <p>1500</p> |  |
| <ul style="list-style-type: none"> <li>Participation in a Leading Literacy Bastow Course.</li> </ul>   | <p>Attend 6 workshops (80 hours) at Bastow in Geelong that focuses on Leading Literacy. This course gives the tools, skills and knowledge to embed high quality literacy practice in your school by equipping your team with the skills to influence change across your school.</p>   | <p>Marcus Murrell &amp; Sally Peacock.</p>   |                       | <p>6 months:<br/>Attend 4-5 workshop sessions on Leading Literacy.</p> <p>12 months:<br/>Successfully complete Leading Literacy Course.<br/>Staff PLT Meetings to include a focus on student Reading and Writing outcomes on a regular basis.<br/>Teachers to adopt a whole school approach to improve student Writing and Reading outcomes.<br/>Staff to regular reflect on teaching practices within the classrooms on teaching Literacy.<br/>All students have progressed at least one Achievement Standard in Reading and Writing in 2017.</p>  |   | <p>3300</p> |  |

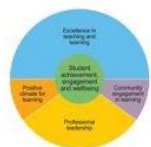


## Section 2: Improvement Initiatives

| <b>STRATEGIC PLAN GOALS</b>  | Develop a school wide plan to improve Writing.<br>Develop a school wide plan to improve Science.<br>To sustain current Numeracy achievement.<br>To sustain current Literacy (Spelling & Reading) achievement.<br>To ensure all curriculum areas are properly resourced and priorities fully funded.   |   |  |  |                 |  |          |     |
|--|---|---|--|--|-----------------|--|----------|-----|
| <b>IMPROVEMENT INITIATIVE</b>  | To develop a range of curriculum documents that reflects the new F-10 Curriculum. To establish assessment and reporting measures that report student outcomes.  |   |  |  |                 |  |          |     |
| <b>STRATEGIC PLAN TARGETS</b>  | School wide plan developed for curriculum areas.<br>Student achievement levels show sustained improvement.<br>Staff professional learning taken place as required.<br>Assessment tools put in place as an independent source of data that teachers can engage as required.  |   |  |  |                 |  |          |     |
| <b>12 MONTH TARGETS</b>  | Curriculum documents that reflect the F-10 Curriculum have been devised of all curriculum areas.<br>A School Assessment Schedule is developed and being followed by all staff.<br>Data analysis is a major component of PLT and School Council Meetings.  |   |  |  |                 |  |          |     |
| KEY IMPROVEMENT STRATEGIES   | ACTIONS   | WHO   | WHEN   | SUCCESS CRITERIA   | MONITORING      |  |          |     |
|  |   |   |  |  | Progress Status | Evidence of impact   | Budget   |     |
|  |   |   |  |  |                 |  | Estimate | YTD |
| [Drafting Note report here the KIS from the previous summary page]                   | [Drafting Note report here what the school will do and how - including financial and human resources]   | [Drafting Note report here the person responsible]  | [Drafting Note report here the timeframe for completion] | 6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]<br>12 months:   | ● ● ●           | [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |          |     |
| Develop a range of school curriculum documents that incorporate the F-10 Curriculum. | Conduct School Improvement Team meetings<br><br>Undertake an audit of current school curriculum documents.<br><br>Professional Development of the F-10 Curriculum during PLT meetings; that focusses on Strand Statements and Achievement Standards.<br><br>Source curriculum document examples from other schools as a guide.<br><br>Devise school curriculum documents that reflect the F-10 Curriculum during PLT and planning meetings. | Principal: Marcus Murrell.<br><br>Teachers: Sally Peacock, Katie White, Terrie Domansh enz. | End of Term 4.   | 6 months:<br><br>Curriculum Documents for English and Mathematics that reflect the F-10 Curriculum have been devised.<br><br>12 months:<br>Curriculum Documents that reflect the F-10 Curriculum have been devised of all curriculum areas.<br>F-10 Curriculum Scope and Sequence to be visible within the school.<br>Curriculum Documents are visible within the school for parents, teachers and students.<br>Teachers will include F-10 Curriculum Strand Statements in Term Planners.        | ● ● ●           |  |          |     |
| Investigate student assessment tools that have sound diagnostic components.          | Review current School Assessment Schedule and make adjustments as deemed necessary.<br><br>Investigate alternative assessment programs and formats, such as PAT testing.<br><br>Use student assessment to drive teacher planning.   | Principal: Marcus Murrell.<br><br>Sally Peacock.<br><br>Joshua Whateley (IT Tech).          | End of Term 2.<br><br>End of Term 4.                     | 6 months:<br>School Assessment Schedule revised and communicated to staff for 2017.<br><br>12 months: School Assessment Schedule revised and staff following it.<br>Alternative assessment programs have been investigated and those deemed appropriate established in the school.<br>Teachers using data from assessments to drive future planning.<br>Student case studies to be incorporated into PLT Meetings where assessment data is reviewed and future teaching planned collaboratively. | ● ● ●           |  | 700      |     |



|  |  |  |                       |   |       |  |     |  |
|--|--|--|-----------------------|---|-------|--|-----|--|
|  |  |  |                       |   |       |  |     |  |
| <ul style="list-style-type: none"> <li>Incorporate greater data analysis into school procedures and routines.</li> </ul>         | <p>Weekly PLT meetings to include data analysis. Review whole school data such as Parent Opinion Survey, Staff Survey, Attitudes to School Survey, NAPLAN and On Demand. Develop future teaching plans based on 2017 data. Analysis of data to be regularly included in School Council Meetings.</p> | <p>Principal:<br/>Marcus Murrell.</p> <p>Teacher:<br/>Sally Peacock<br/>Katie White<br/>Terrie Domansh<br/>enz</p> <p>School Council</p> | <p>End of Term 4.</p> | <p>6 months: PLT minutes to reflect data analysis. School Council minutes to reflect data analysis.</p>   | ● ● ● |  |     |  |
|  |  |  |                       | <p>12 months: PLT minutes to reflect data analysis. School Council minutes to reflect data analysis. Teachers will be using individual student data to plan for learning. Teachers will demonstrate an understanding of how data is used to plan teaching and learning sequences.</p> | ● ● ● |  |     |  |
| <ul style="list-style-type: none"> <li>Review current school reporting and investigate alternative programs/formats .</li> </ul> | <p>Review current reporting schedule and program. Investigate alternative reporting programs, formats and templates. Investigate the use of 'I Can Statements' for reporting. Devise or adopt a reporting program that is suitable for reporting student outcomes to parents/families.</p>           | <p>Leader;<br/>Sally Peacock.</p> <p>Principal:<br/>Marcus Murrell.</p> <p>Joshua Whateley (IT Tech).</p>                                | <p>End of Term 2.</p> | <p>6 months: Establish a reporting schedule for 2017. Report student progress to families using a suitable reporting program.</p>   | ● ● ● |  | 600 |  |
|  |  |  | <p>End of Term 4.</p> | <p>12 months: Reporting of student progress using a suitable program. Teacher Judgements to be consistent with NAPLAN judgements and other assessments outlined in the assessment schedule.</p>   | ● ● ● |  |     |  |



# Section 3: Other Improvement Model Dimensions

|   |  |
|---|--|
| <b>STRATEGIC PLAN GOALS</b>               | [Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]             |
| <b>OTHER IMPROVEMENT MODEL DIMENSIONS</b> | [Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]  |
| <b>STRATEGIC PLAN TARGETS</b>             | [Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]         |
| <b>12 MONTH TARGETS</b>                   | [Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. On Demand data)] |

| KEY IMPROVEMENT STRATEGIES  | ACTIONS  | WHO   | WHEN  | SUCCESS CRITERIA  | MONITORING      |   |          |     |
|---|--|---|---|---|-----------------|---|----------|-----|
|   |  |   |   |   | Progress Status | Evidence of impact  | Budget   |     |
|   |  |   |   |   |                 |   | Estimate | YTD |
| [Drafting Notes report here the KIS from the previous summary page] | [Drafting Notes report here what the school will do and how - including financial and human resources] | [Drafting Notes report here the person responsible] | [Drafting Notes report here the timeframe for completion] | 6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]<br>12 months: | ● ● ●           | [Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |          |     |
|   |  |   |   | 6 months:<br>12 months:   | ● ● ●<br>● ● ●  |   |          |     |
|   |  |   |   | 6 months:<br>12 months:   | ● ● ●<br>● ● ●  |   |          |     |
|   |  |   |   | 6 months:<br>12 months:   | ● ● ●<br>● ● ●  |   |          |     |
|   |  |   |   | 6 months:<br>12 months:   | ● ● ●<br>● ● ●  |   |          |     |

# 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  | <b>Building practice excellence</b>   | 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.] |
|  | <b>Curriculum planning and assessment</b>   | Select  | Select status    |  |
|  | Evidence-based high impact teaching strategies                                    | Select  | Select status    |  |
|  | Evaluating impact on learning   | Select  | Select status    |  |
| Professional leadership  | <b>Building leadership teams</b>  | 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  | <b>Empowering students and building school pride</b>                              | Select  | Select status    |  |
|  | <b>Setting expectations and promoting inclusion</b>                               | Select  | Select status    |  |
|  | Health and wellbeing  | Select  | Select status    |  |
|  | Intellectual engagement and self-awareness  | Select  | Select status    |  |
| Community engagement in learning   | <b>Building communities</b>   | 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    |  |
| <b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]   |   |   |                  |  |
| <b>Confidential cohorts analysis:</b> [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] |   |   |                  |  |
| <b>Considerations for 2018:</b>  |   |   |                  |  |

