

Annual Implementation Plan: for Improving Student Outcomes

School name: **Aberfeldie Primary School**

Year: **2018**

School number: **4220**

Based on strategic plan: **2017-2020**

Endorsement:

Principal **Brett Millott**

Senior Education Improvement Leader **Mona Malouf**

School council **Lisa Bromley** Approved School Council Meeting December 11th 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>To ensure that more students excel in English and Mathematics.</p> <p>To develop strong student critical and creative systems thinking skills</p> <p>To develop resilient students who display behaviours and attitudes that reflects the new school values.</p> <p>To develop engaged, connected and empowered students who make positive contributions to the development of the whole school</p> <p>To effectively allocate and use resources to the best effect to support the successful implementation of the SSP</p>	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.

From the self evaluation that was undertaken and the relevant data sets it is suggested that the following improvement strategies be included in our 2018 AIP

Focus on Collaborative Learning and Differentiation as the High Impact Strategies to build the quality of Instruction with a focus on enrichment and extension

Communicate and embed the APS Mission Statement and Shared Protocols as part of everyday life at school

The rationale behind this decision was the need that was identified through the NAPLAN data. It was clear that there was a need to achieve a high number of students achieving high growth in Literacy and Numeracy. Further interrogation of the data indicated that the capacity of staff to extend and enrich highly capable student could be developed further. If this capacity is built -,more students should excel is the Theory of Action on which these Key Improvement Strategies are predicated .

The Strategic Plan was strong in the definition of the School Vision and values. The consultative work has been undertaken , the documentation finalised and the time is right to put these ideas into practice.



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)
Focus on Collaborative Learning and Differentiation as the High Impact Strategies to build the quality of Instruction with a focus on enrichment and extension	<p>Review the Reading Program to ensure that it is aligned with best practice</p> <p>Specifically Focus on Collaboration and Differentiation as High Impact Teaching Strategies to be developed in 2018</p> <p>Maintain and reinforce work done in 2017 to implement 6 traits of writing</p>
Communicate and embed the APS Mission Statement and Shared Protocols as part of everyday life at school	<p>Introduce the new School Values ,Mission Statement and Positive Behaviours and apply them across the school</p> <p>Redefine the roles of Senior Leadership to enable greater focus on supporting High Need Students</p> <p>Refine Protocols for Students to inform Staff of Incidents of Bullying</p>



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		To ensure that more students excel in English and Mathematics.						
IMPROVEMENT INITIATIVE		Embed the school's differentiated e5 instructional model, designed to move each student to the next point on the appropriate learning continuum, and incorporating effective evidence-based instructional practices that work, in every classroom.						
STRATEGIC PLAN TARGETS		All Prep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress every year in English and Mathematics (as measured by teacher judgement and school assessments). The proportion of Year 3 students achieving at NAPLAN Bands 5&6 for Reading, Writing and Numeracy increase from 50% to at or above 80% The proportion of Year 5 students achieving at NAPLAN Bands 7&8for Reading, Writing and Numeracy increase from 30% to 60%						
12 MONTH TARGETS		All Prep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress every year in English and Mathematics (as measured by teacher judgement and school assessments). The proportion of Year 3 students achieving at NAPLAN Bands 5&6 for Reading, Writing and Numeracy to increase to at or above 60% The proportion of Year 5 students achieving at NAPLAN Bands 7&8for Reading, Writing and Numeracy increase to at or above 50%						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Review the Reading Program to ensure that it is aligned with best practice	Start and develop the Guaranteed and Viable Curriculum document for Reading Revise Lessons Structure to ensure alignment of best practice articulated on the DET Literacy Portal Provide resources specifically designed to promote cognitive challenge to students ready for enrichment and extension Provide on Going Professional Learning to support staff to implement exemplary teaching strategies in reading	S.L AIP team and staff S.L AIP Team Staff Prin Literacy Co. Leading Teacher Leading Teacher Principal Literacy Co.		6 Months All teaching staff will have input onto Aberfeldie Primary School's GVC in relation to Reading with links to student collaborations. Classroom teaching staff will have a model of practice linked to e5 and High Impact Teaching Strategies. Staff will have a Professional Reading Portfolio to access during Professional Development and other relevant meetings. All teaching staff will receive feedback on teaching strategies in reading linked back to the e5 and/or the High Impact Teaching Strategies. Source and or update literacy resources to ensure all students have access to a range of high quality text types. Provide extra resources to identified areas of the school to build cognitive capacity of students rated above/well above in Reading. Staff will have opportunities to revisit teaching approaches such as Guided – Shared – Reciprocal – etc., as outlined through the Literacy Portal.	● ● ●	On average, students have moved 2 F&P levels in 6 months. On average, students have moved at least 6 months on Probe testing. Teachers are able to articulate their next level of learning based on model of practice. More students are identified as working above level based on data sets.		



				<p>12 Months Teaching staff to have a finalised booklet outlining Aberfeldie's Reading GVC and associated student elaborations</p> <p>Classrooms will have Visible goals that link back to curriculum standards</p> <p>Students are able to collaborate with staff to identify learned and future goals.</p> <p>All classroom teaching staff demonstrate agreed Model of Practice 90% of the time.</p> <p>Teaching staff have opportunities to develop quality questioning around texts types and have an understanding of 'next level' questioning skills.</p> <p>Teaching staff will be able to identify their next level of learning based on the e5 instructional model and/or High Impact Teaching Strategies.</p>	● ● ●	<p>On average, students have moved 3 F&P levels in 12 months.</p> <p>On average, 90% of students have moved at least 12 months on Probe testing.</p> <p>A greater proportion of students achieving accelerated results in Reading</p> <p>Less students significantly below in Reading</p>		
Specifically Focus on Collaboration and Differentiation as High Impact Teaching Strategies to be developed in 2018 with an initial emphasis on Numeracy	<p>Through a longitudinal Professional Learning program involving workshops, professional reading and supported planning days</p> <ul style="list-style-type: none"> Develop an understanding of core concepts in Numeracy that underpin learning from P-6. Develop the capacity of staff to plan activities that challenge all students. Develop the capacity of staff to use access on line resources through the Numeracy Portal <p>Develop an understanding of how to effectively use collaboration within the classroom to enhance student outcomes</p>	All staff	<p>Term 1 Leaders Workshop</p> <p>March-May Professional Reading</p> <p>Term 2 Whole School Planning Workshop</p> <p>Term 3 Classroom Coaching</p>	<p>6 Months Key staff will be identified to provide the school based leadership required to deliver change.</p> <p>Staff will be able to successfully implement a differentiated curriculum based on a strand of Mathematics</p> <p>Staff will be able to articulate what collaboration looks like and what it is not.</p> <p>Staff will have clear understandings of what differentiation is and what it is not.</p> <p>Staff will have a Professional Development Portfolio to refer to readings on key concepts developed through the Professional Learning program.</p> <p>All staff will have accessed the Numeracy Portal.</p> <p>The majority of staff are able to locate student learning level using the Aberfeldie GVC.</p> <p>Staff will begin to design Success Criteria for Collaboration for classroom work.</p>	● ● ●	<p>Teaching planning will demonstrate differentiated lessons.</p> <p>A greater proportion of students will be working at their 'level' of cognitive ability evidenced through data sets and planning.</p> <p>Teaching programs will demonstrate the breadth of skills across a range of cognitive abilities.</p>	\$7500	



				<p>12 Months</p> <p>Staff will be able to apply differentiated skills to other strands in Mathematics independently and collaboratively.</p> <p>All staff will have opportunities to articulate knowledge learned via Professional Learning and associated readings</p> <p>Staff can demonstrate planning for differing levels within a grade in Mathematics.</p> <p>Collaborative work is embedded in a greater proportion of lessons.</p> <p>Students will be able to articulate what collaboration looks like and sounds.</p> <p>All staff will have feedback provided in relation to differentiation and/or collaboration strategies.</p>	● ● ●	<p>A greater proportion of students achieving accelerated results in specific number strands.</p> <p>Less students significantly below in the strands nominated.</p> <p>75% of students demonstrate 1 year growth.</p> <p>10% of students exceed 1 years growth.</p>		
<p>Maintain and reinforce work done in 2017 to implement 6 traits of writing and Writing GVC</p>	<p>Develop a greater understanding of the traits required to be a proficient writer.</p> <p>Develop an understanding of the actions/work students can do to become proficient in each trait.</p> <p>Finalise Writing GVC</p>	<p>Lit. Co. AIP Staff Lead Teach</p> <p>Lit Co. AIP Lead Teacher All Staff</p> <p>AIP Lead Teach All staff</p>		<p>6 Months</p> <p>Embed 6+1 Writing Trait Rubric as part of the Assessment and Planning Schedule Cycle.</p> <p>Staff will be able to assist students to identify their Writing goals based on the Writing Trait Rubric.</p> <p>Staff will have a Writing piece in by the start of the 2018 school year, assessed using the 6 Trait Rubric for 90% of students in their grade.</p> <p>Staff will be provided with opportunities to develop knowledge of each trait.</p> <p>Staff will Moderate writing samples in term 2 based on 6+1 Trait rubric and Writing GVC.</p> <p>Staff will be able to build skills of a nominated trait through lessons.</p>	● ● ●	<p>Students and teachers can identify areas of strengths and weakness based on writing trait rubric</p> <p>85% of students will have moved 6 or more months in writing.</p>		



	<p>Maintain/modify 6+1 Trait Rubric to align with essential elements of the Victorian Curriculum</p> <p>Finalise 6+1 Trait Rubric to align with essential elements of the Victorian Curriculum</p>	<p>All Staff AIP Lead Teacher</p> <p>All Staff AIP Lead Teacher</p>	<p>12 Months All staff will have a finalised copy of the 6 + 1 Traits of writing Rubric and Writing GVC</p> <p>Staff will demonstrate lessons either at grade level or small groups based of Rubric data through planners and observations.</p> <p>Writing planners will demonstrate the Trait/s being developed.</p> <p>Staff across 2-6 will Moderate writing samples in Term 4 based on 6+1 Trait rubric and an agreed prompt.</p> <p>Staff in grades P-1 will moderate Writing samples based on an agreed writing type and prompt.</p>	<p>● ● ●</p>	<p>75% of students will have moved 1 year's growth in each trait.</p> <p>10% of students will have average of more than 1 years growth.</p> <p>A greater proportion of students achieving in target bands</p>		
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		Embed the whole school approach to developing resilient students based on school values.							
IMPROVEMENT INITIATIVE		Communicate and embed the APS Mission Statement and Shared Protocols as part of everyday life at school							
STRATEGIC PLAN TARGETS		To achieve Student Relationships and Wellbeing factor mean scores at levels at similar to or better than the state medians <ul style="list-style-type: none"> • Classroom Behaviour • Connectedness to Peers • Student Safety 							
12 MONTH TARGETS		<p>That the following measures articulated through the Attitudes to School Survey: (Student Relationships – Classroom Behaviour, Connectedness to Peers & Student Safety) improve to 90% in 2018</p> <p>That the following measures articulated through the Parent Opinion Survey: (Managing Bullying, Experienced bullying, Respect for diversity. Student Relationships, Promoting Positive Behaviour Classroom Behaviour, School Connectedness & Student Safety) improve to 90% in 2018</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Introduce the new School Values, Mission Statement and Positive Behaviours and apply them across the school	<p>All staff, students and parents are familiar and demonstrate their understanding of the Aberfeldie P.S.'s Values, Mission Statement and Positive Behaviours through:</p> <p><u>Students:</u> introduced through Learning to Learn Program in January, display positive behaviour posters around the school, (inside and outside), demonstrate their understanding of what the positive behaviours look like.</p> <p><u>Teachers/ES staff:</u> know the student positive behaviours language and use it at all times, refer to the positive behaviours when on yard duty, bring all behaviours back to the 5 positive behaviours.</p> <p><u>Parents:</u> communicate to parent community what the positive behaviours are through website, newsletters, displays & assemblies, refer to them when discussing students with parents.</p>	All staff	Ongoing	<p>All 5 positive behaviours are embedded in staff, student and parent language.</p> <p>Students can identify what the positive behaviours 'look like'.</p>	● ● ●	Language of the 5 positive behaviours is used daily by students, teachers, ES staff and parents.	Students can identify which positive behaviour is required in different situations.		
				<p>All 5 positive behaviours are embedded in staff, student and parent language.</p> <p>Students can identify and demonstrate what the positive behaviours 'look like'.</p> <p>12 month target of 90% in Student Relationships, Classroom Behaviour, Connectedness to Peers and Student Safety is achieved in Attitudes to School survey data.</p>	● ● ●	Language of the 5 positive behaviours is used daily by students, teachers, ES staff and parents.	Students can identify which positive behaviour is required in different situations.	Data from Attitudes to School Survey and Parent Opinion Survey, in the areas of Student Relationships-Promoting Positive Behaviour, Classroom Behaviour, School Connectedness to Peers & Student Safety, is at or above 90%.	
Refine Protocols for Students to inform Staff of Incidents of Bullying	<p>Implement the "Three Stage Strategic approach to Bullying" as stated in Aberfeldie P.S.'s Bullying Policy; Primary Prevention, Early Intervention, Intervention.</p> <ul style="list-style-type: none"> • All actions in the Three Stage approach are implemented when required. • Bounce Back & Respectful Relationships lessons are implemented every week by all classrooms. • Whole school focuses on same value at the same time. 	All staff	Ongoing	<p>Decrease in the number of bullying incidents reported to teachers and Principal Class Officers by students and parents.</p> <p>5 Positive behaviours are being observed across the whole school.</p>	● ● ●	Students can articulate and implement strategies for bullying behaviours.	Teachers are implementing the "Three Stage Strategic approach to Bullying", particularly the Primary Prevention and Early Intervention stages.		
				<p>Target of 90% is met in Attitudes to School Survey data in Student Relationships, Classroom Behaviour, Connectedness to Peers and Student Safety.</p>	● ● ●	Students can articulate and implement strategies for bullying behaviours.			



	<ul style="list-style-type: none"> AIP Student Engagement Team members responsible for agenda items weekly on each team's agenda. Classrooms to have a system of students informing teachers of their social interactions, such as 'Smile at playtime'. 			Target of 90% is met in Parent Opinion survey data in Managing Bullying, Experienced Bullying, Respect for diversity, Student Relationships, Classroom Behaviour, Connectedness to Peers and Student Safety.		Teachers are implementing the "Three Stage Strategic approach to Bullying", particularly the Primary Prevention and Early Intervention stages. Data from Attitudes to School Survey and Parent Opinion Survey, in the areas of Managing Bullying, Experiencing Bullying and Respect for diversity, is at or above 90%.		
Redefine the roles of Senior Leadership to enable greater focus on supporting High Need Students	Redistribution of Principal Class Officer's roles, with the Assistant Principal's major focus managing Student Wellbeing and Engagement; in particular high need students. Through: <ul style="list-style-type: none"> working with the students directly on daily and/or weekly basis assisting teachers with planning and strategies to support students building ES staff capacity to support students and teachers with high need students working with parents, SSSO staff and external agencies developing and implementing strategies or programs for individual or small groups of students with a common need alternative timetabling for high needs students; working with A.P., teacher and ES staff on explicit skills eg: social 	Principal Class Officers: in particular Assistant Principal, teachers and ES staff.	Ongoing	Students with high needs are participating in learning as well as managing, with support, their social and emotional needs. Teachers are focusing on teaching with rigor. Classroom teachers spend more classtime on instruction.	● ● ●	High needs students are being supported in their engagement to school in classroom and alternative programs implemented by A.P., teachers and ES staff. Classrooms are maintaining a greater % of teaching and learning focus.		
				Students with high needs are participating in learning as well as managing, with support, their social and emotional needs. Teachers are focusing on teaching with rigor. Classrooms are active learning environments for all students.	● ● ●	High needs students are being supported in their engagement to school in classroom and alternative programs implemented by A.P., teachers and ES staff. Classrooms are maintaining a greater % of teaching and learning focus. Progress of individual learning data of students with high needs; learning data, time on tasks and task completion. Attitudes to School Survey and Parent Opinion data.		



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			
	Curriculum planning and assessment			
	Evidence-based high impact teaching strategies			
	Evaluating impact on learning			
Professional leadership	Building leadership teams			
	Instructional and shared leadership			
	Strategic resource management			
	Vision, values and culture			
Positive climate for learning	Empowering students and building school pride			
	Setting expectations and promoting inclusion			
	Health and wellbeing			
	Intellectual engagement and self-awareness			
Community engagement in learning	Building communities			
	Global citizenship			
	Networks with schools, services and agencies			
	Parents and carers as partners			

