Annual Implementation Plan: for Improving Student Outcomes

School name: Fairfield Primary School   Year: 2017

School number: 2711   Based on strategic plan: 2015- 2018

Endorsement:

Principal Allana Bryant   November 2016   Senior Education Improvement Leader Graham Stevenson   November 2016

School Council Alister Bayston

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
Achievement – To achieve high level learning outcomes in Literacy and Numeracy for all students   **Engagement – All students will be highly connected to, motivated and engaged in their learning and to the broader school community**   **Wellbeing – To develop resilient and self aware students who contribute to building an environment that is respectful, harmonious and supportive of others**   **Productivity – Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning 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.

The above three improvement initiatives have been chosen in response to our 2016 data. Data indicates an ongoing need to maintain our focus on improving student outcomes in the areas of numeracy and writing through a continued focus on **building practice excellence. With the implementation of the new Victorian Curriculum in 2017, the school has prioritised curriculum planning and assessment** in order to fully deliver this. The school has been developing whole school teaching and learning protocols. These require continued attention in order to ensure whole school consistency of practice and implementation.

The diagnosis of student opinion survey and internal data has highlighted a need to review and redress aspects of student wellbeing, in particular **building an inclusive learning community** where student voice, feedback and authentic relationships are prioritised.

Our continuing involvement in the Curiosity and Powerful Learning project, will be used as a strategic approach to support the school improvement initiatives.

In general, the school is on track to achieve the goals and targets as articulated the school strategic plan. 2015 -2018

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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
 	
Curriculum planning and assessment
	• **Continuing to develop teachers' understanding, knowledge and skills in applying the CPL Theories of Action with focus on**
	   1. **Assessment for, of, as learning**
	   2. **Connecting Feedback to data**
	   3. **Higher order questioning**
	   4. **Challenging and authentic learning tasks**
	   5. **Developing an inquiring learning environment**
	   6. **Continuing to build understanding of content and concept knowledge in number and writing**
	
	• **Developing and documenting a curriculum design to support the implementation of the Victorian Curriculum that integrates the capabilities and disciplines**
	   Developing an Inquiry model for teaching and learning as influenced through the CPL
	   Consolidate the initiative of the writing 'genre study' and document school wide sequence of learning and assessment practices
	   Develop and document school wide sequence of learning and assessment practices in number

Setting expectations and promoting inclusion	• **To introduce, adapt and develop a school wellbeing framework that promotes a positive and respectful climate for learning.**

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 not that, in the progress status section, 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 slightly behind schedule but remediation strategies are in place to get back on schedule and 🟢 on schedule and/or completed.

STRATEGIC PLAN GOALS	To achieve high level learning outcomes in Literacy and Numeracy for all students
IMPROVEMENT INITIATIVE	**Building practice excellence**
STRATEGIC PLAN TARGETS	For each student deemed capable, to achieve at least one year's growth in learning as measured by a range of data sources such as Victorian Curriculum and Naplan
12 MONTH TARGETS	To improve percentage of students making high relative gain on Naplan measures

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 <u>what</u> the school will do and <u>how</u> - 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]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Continuing to develop teachers' understanding, knowledge and skills in applying the CPL Theories of Action with focus on: **Assessment for, of, as learning** **Connecting Feedback to data**	Financial commitment to CPL project Establish professional learning budget Build capacity of middle level leaders Establish PD&C goals pertaining to the priorities Continue to use the FISO framework and continua to monitor whole school goals, teacher development and performance; use of teacher surveys Professional learning through CPL, teams and community of practice in network Build capacity of Area teams in using data Structure triad meetings where student progress, data and planning is formalised Refine ongoing feedback mechanisims to monitor	Principal Leadership team Area Leaders Staff	Commence Term one	6 months: Budget in place PD&C goals established and signed off Mid cycle review completed inclusive of audit of feedback mechanisms teachers are using to monitor learning growth and engagement Relevant sections of the continua audited by staff. Review of 2016 CPL benchmark data and progress as evidenced CPL professional learning and implementation strategies for 2017 in place. Area team and triad meetings in place and using student data to inform planning and teaching. Review of existing feedback mechanisms completed and gaps identified Commence audit of existing units of work	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			

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Higher order questioning **Challenging and authentic learning tasks**	implementation and effectiveness of practice Continue to build knowledge and effective practice through consistent and rigorous use of higher order questioning, and challenging and authentic learning tasks through planning, observation and use of student feedback.			The relevant sections of the continua audited by staff provide evidence of professional learning growth End of cycle review completed inclusive of audit of feedback mechanisms teachers are using to monitor learning growth and engagement CPL professional learning and implementation strategies for 2017 undertaken Use CPL data to establish 2018 strategic focus			
Developing an inquiring learning environment	Professional learning on the attributes and practices required to develop and implement an inquiring learning environment and the associated integration of inquiry across all disciplines. Consistent planning documents maintaining articulation of conceptual understanding, knowledge and skills for all units of learning			Inquiry based units of work refined in line with working towards an inquiring learning environment. Use of whole school planning templates and process in writing and number Whole school sequence for number and writing developed Student growth monitored at teacher, triad, team and whole school level Use of data to track and monitor progress of students at risk A range of data evidencing differentiation documented and presented			
Continue to build understanding of content and concept knowledge in number and writing	Ongoing professional learning of writing and number Develop a whole school learning sequence for number and writing Monitoring student growth and development regularly Ensuring teachers are implementing and monitoring appropriate intervention strategies in a timely manner. Data used to inform planning and implement an			Planning documents articulate conceptual understanding, knowledge and skills for all units of learning			

	appropriate differentiated curriculum							

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	**Engagement – All students will be highly connected to, motivated and engaged in their learning and to the broader school community** **Wellbeing – To develop resilient and self aware students who contribute to building an environment that is respectful, harmonious and supportive of others**
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion
STRATEGIC PLAN TARGETS	To improve student moral and student behaviour score on the Attitudes to School student survey
12 MONTH TARGETS	To improve on the 2015 score on the Attitudes to School student survey data in Student Behaviour

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 <u>what</u> the school will do and <u>how</u> - 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]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
• **To introduce, adapt and develop a school wellbeing framework that promotes a positive and respectful climate for learning**	Financial commitment to support the initiative Professional learning budget Staff attending a range of professional learning as influenced through the 'Safe Minds' program Engaging a consultant to work with staff Revisit whole school professional learning on student wellbeing and engagement based on previous work with David Vinnegrad Investigate programs suitable to meet student needs; eg cybersafety, social skill development Develop ongoing student feedback mechanisms in relation to wellbeing and engagement Offer a range of parent forums and information sessions regarding wellbeing and engagement Develop a 2017 implementation framework based on the school wellbeing and engagement policy	Principal Team AP staff	Commence Term one and ongoing	6 months: Budget in place Professional learning undertaken Consultant in place Feedback mechanisms across school developed and introduced Student feedback sought and acted upon Parent forum planned for Team established to develop a school wide wellbeing framework	🔴 🟡 🟢			
				12 months: Review of previous work from David Vinnegrad Professional learning undertaken Staff adopting practices in relation to consultant support A common raft of feedback mechanisms involving students regularly used by staff Parent forum completed	🔴 🟡 🟢			

				A school wide wellbeing framework for implementation school policy, developed			
				6 months:	🔴 🟡 🟢		
				12 months:	🔴 🟡 🟢		
				6 months:	🔴 🟡 🟢		
				12 months:	🔴 🟡 🟢		
				6 months:	🔴 🟡 🟢		
				12 months:	🔴 🟡 🟢		

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To make effective decisions and allocate resources that result in sustained improvement to student learning and wellbeing
OTHER IMPROVEMENT MODEL DIMENSIONS	Building Communities
STRATEGIC PLAN TARGETS	For school to maintain effective resources allocation as measured against SRP and School Budget
12 MONTH TARGETS	To improve on the Attitudes to School score in areas of student engagement and student motivation To improve upon the Parent Opinion survey score on School Improvement

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Distribution and development of resources to enhance STEM and ICT across the school	Audit of current resources Develop implement staged plan for STEM and ICT development	AP ICT coord ICT support	ongoing	Audit completed Plan submitted to school council	🔴 🟡 🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				Teaching and Learning of STEM inclusive across the school Resources provided for STEM	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			

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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**	Yes	Select status	Professional Learning plan inclusive of whole staff professional upskilling of Literacy - reading and writing whole school approaches
	Curriculum planning and assessment	Yes	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:

Framework for Improving Student Outcomes

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