

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Balwyn Primary School**

Year: **2017**

School number: **1026**

Based on strategic plan: **2014-2018**

Endorsement:

Principal **Trish Manicom** 15/12/16

Senior Education Improvement Leader **Sharon Saitlik**

Date TBC

School council **Craig McLennan** 15/12/16

## 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
<ul style="list-style-type: none"> <li>To develop self-directed learners and reflective thinkers with strong, core academic skills in literacy and numeracy.</li> <li>To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.</li> <li>To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.</li> <li>Improve the capacity of the school to function as a strategic organisation.</li> </ul>

Improvement Priorities	Improvement Initiatives	✓
<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	

### 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 improvement priority of excellence in teaching and learning with the improvement initiatives of building practise excellence and curriculum planning and assessment has been selected due to:

- Targets relating to the improvement in the top two bands in NAPLAN (reading and writing) were not met by the Year 5 cohort.

DOMAIN	YEAR	TARGET 2016
Reading	Year 5	>65%
Writing	Year 5	>45%

**YEAR 5** student NAPLAN targets were not met with 59% and 33% of students achieving in the top 2 bands in Reading and Writing respectively.

- Targets against an increased percentage of students achieving high NAPLAN relative growth in Numeracy and Writing met and exceeded the targets, however Reading did not as indicated below.

DOMAIN	PERCENTAGE OF STUDENTS SHOWING HIGH GROWTH [YR3-5]		
	2015	2016 TARGET	2016 RESULT
Numeracy	25.0%	≥40.0%	50%
Reading	45.2%	>47.0%	36.5%
Writing	19.4%	≥30.0%	31%



- Whole School Assessment schedule needs further refinement to explicitly align to the new Victorian Curriculum.
- The alignment of the scope and sequence, learning continuums and unit planners embedding the Victorian Curriculum is still in development.
- The 2016 action and work in refining the curriculum and embedding design thinking into our inquiry units has not yet provided evidence of enhanced Attitudes to School data in our 5/6 cohort however student feedback across the whole school has indicated that learning in Integrated Studies has enhanced student voice.

Although 2016 Attitudes to School Survey data did not meet the targets it is interesting that correlating areas in the Parent Opinion Survey showed Stimulating Learning and Student Motivation in the 4<sup>th</sup> quartile.

FACTOR NAME	TARGET MEAN SCORE	2016 ATS DATA	PARENT OPINION SURVEY Percentile
Learning Confidence	> 4.40	4.07	75.9
Stimulating Learning	> 4.50	4.36	N/A
Student Motivation	> 4.70	4.56	81.3
Teacher Effectiveness	> 4.60	4.48	N/A

- Increase in ATS Survey female motivation scores (2015, 1<sup>st</sup> quartile) to 2<sup>nd</sup> quartile (48.4 percentile). This result has just fallen short of the target being 50<sup>th</sup> percentile or greater.

### 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)
<b>Excellence in teaching and learning.</b> <i>Building Practice Excellence.</i>	<ul style="list-style-type: none"> <li>• Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.</li> <li>• Develop staff capacity to use a strength based approach which allows students to develop higher levels of positive engagement.</li> </ul>
<b>Excellence in teaching and learning.</b> <b>Curriculum Planning and Assessment.</b> To develop self-directed learners and reflective thinkers with strong, core academic skills in literacy and numeracy.	<ul style="list-style-type: none"> <li>• Refine curriculum design ensuring horizontal and vertical alignment to whole school teaching and learning.</li> <li>• Improve Relative Growth school data school in Reading and Writing.</li> </ul>



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.

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>To develop self-directed learners and reflective thinkers with strong, core academic skills in literacy and numeracy.</li> <li>To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.</li> <li>To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.</li> <li>Improve the capacity of the school to function as a strategic organisation.</li> </ul>																																																																
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<b>12 MONTH TARGETS</b>	To increase the percentage of students in the top two bands in NAPLAN as follows:			
	DOMAIN	YEAR	2016	2017
	Reading	Year 3	79.2%	>79%
	Writing	Year 3	85.5%	>73%
	Reading	Year 5	59.7%	>64%
	Writing	Year 5	33.9%	>60%
Increase the percentage of students achieving high growth on NAPLAN relative growth reports.				
DOMAIN	PERCENTAGE OF STUDENTS SHOWING HIGH GROWTH [from YR3-5]			
	2016	2017		
Reading	36.54%	>50%		
Writing	31.37%	>45%		
To improve the mean scores in the Students Attitude to School Survey.				
Factor Name	Student Attitudes to School Survey			
	2016	2017		
Teacher Empathy	4.41	>4.50		
School Connectedness	4.36	>4.50		
To improve the mean scores in: the Students Attitude to School Survey.				
Factor Name	Student Attitudes to School Survey			
	2016	2017		
Student Morale	5.69	>5.9		
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	2016	2017		
Collective responsibility	87%	>90%		
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. (Pedagogy)	Build teacher capacity in data analysis, planning and delivery of a differentiated curriculum.  Professional Learning undertaken in differentiation and data.  Learning is transferred from Leadership to PLTs.	Principal  Leadership team + Team Leads  Team Leads	Term 4 Week 5  Term 3  Term 4 Week 5	<b>6 months:</b> Professional learning for teachers in PLTs led by Team Leads  Targeted teaching at ZPD  ILPs used for students for At Risk or High Potential Students  All planning documents demonstrate Victorian Curriculum	● ● ●				



	<p>Budget for PLT (Vertical and Horizontal meetings) in meeting schedule</p> <p>Educational Consultant employed for Planning Days</p> <p>Critical Friend employed for Peer Learning</p> <p>Staff engage in Peer Learning – Colligate visits (CV) and professional learning visits (PLV)</p> <p>The services of a Critical Friend will be engaged with the leadership team.</p> <p>Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework.</p>	<p>Principal</p> <p>Principal AP</p> <p>Principal AP</p> <p>Principal</p> <p>Principal</p> <p>AP</p>	<p>Term 1</p> <p>Term 4</p> <p>Term 3</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p>	<p>Staff contributing to both vertical and horizontal PLT.</p> <p>All staff will have met one on one with NoTosh critical friend</p> <p>All graduates will have engaged in intensive coaching program with educational consultant – Lyn Reggett</p> <p>Staff conducted Peer Learning visits and professional learning document in Performance and Development Plans (PDPs)</p> <p>Continued use of the NoTosh Design Thinking model</p> <p>Professional dialogue in PLTs on instructional practice in writing</p> <p>Professional Development / professional dialogue in PLTs on instructional practice in literacy and numeracy</p> <p>Professional Learning conducted</p>																			
				<p><b>12 months:</b></p> <p>Targeted teaching at ZPD</p> <p>In Level PLT whole team ownership of data and responsibility of student progress across the cohort</p> <p>All planning documents demonstrate Victorian Curriculum</p> <p>ILPs used for students for At Risk or High Potential Students</p> <p>Vertical PLTs have updated Scope and Sequence and units for work plan containing a learning continuum.</p> <p>Staff will have an opportunity to work with literacy expert - critical friend Lyn Reggett</p> <p>All graduates will have engaged in intensive coaching program with educational consultant – Lyn Reggett</p> <p>All planning documents demonstrate Victorian Curriculum</p> <p>Professional Development / professional dialogue in PLTs on instructional practice in literacy and numeracy</p> <p>Learning from writing PD evident in planning at point of need and teaching practise</p> <p>To increase the percentage of students in the top two bands in NAPLAN as follows:</p> <table border="1" data-bbox="1282 1732 1938 1862"> <thead> <tr> <th>DOMAIN</th> <th>YEAR</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Year 3</td> <td>79.2%</td> <td>&gt;79%</td> </tr> <tr> <td>Writing</td> <td>Year 3</td> <td>85.5%</td> <td>&gt;73%</td> </tr> <tr> <td>Reading</td> <td>Year 5</td> <td>59.7%</td> <td>&gt;64%</td> </tr> </tbody> </table>	DOMAIN	YEAR	2016	2017	Reading	Year 3	79.2%	>79%	Writing	Year 3	85.5%	>73%	Reading	Year 5	59.7%	>64%	<p>● ● ●</p>		
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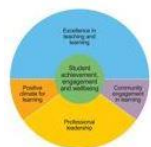
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<p>Develop staff capacity to use a strength based approach which allows students to develop higher levels of positive engagement.</p> <p><i>(Pedagogy)</i> <i>(Wellbeing and Engagement)</i></p>	A strategic Plan Leader assigned to leading Student Wellbeing PLT	Principal	Term 1	<p><b>6 months:</b> A strategic plan Wellbeing leader assigned</p>	● ● ●																				
	Student Voice incorporated through a design thinking model	Leadership team and Team Lead	Term 3	<p>A Strategic Plan HPL leader <b>assigned</b></p> <p>Student voice incorporated in planning</p>																					
	Wellbeing PLT to engage directly with student leaders through the Student Wellbeing Action Team (SWAT)	Principal	Term 3	<p>Professional Learning in Restorative Practice</p>																					
	Wellbeing PLT provide staff professional learning on YDCI Keys, School Values and Code of Conduct	Wellbeing PLT leader	Term 3	<p>Professional Learning conducted on student with special needs e.g. ASD Suse Nelson</p> <p>An HPL register is in use</p>																					
	Engage the professional services of an expert in restorative practises for staff professional learning	AP	Term 3	<p><b>12 months:</b> Student voice embedded across the learning organisation</p>																					
	Engage the professional services of an expert in catering for students with special needs.	AP	Term 2	<p>Professional Learning in YCDI and Values is undertaken</p> <p>Restorative Practice is embedded across our learning organisation</p>																					
A new portfolio created in developing a strategic plan team to cater for High Potential Learners (HPL)	Principal	Term 1	<p>Female wellbeing scores increase to third quartile.</p>																						
A strategic plan leader assigned to HPL team to drive teacher understanding in catering for HPLs.	HPL SP Leader	Term 1	<p>All teachers competently able to identify HPL in their class</p> <p>To improve the mean scores in: the Students Attitude to School Survey.</p> <table border="1"> <thead> <tr> <th rowspan="2">Factor Name</th> <th colspan="2">Student Attitudes to School Survey</th> </tr> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>5.69</td> <td>&gt;5.9</td> </tr> </tbody> </table> <p>Growth on the Staff Opinion Survey on the dimensions below.</p> <table border="1"> <thead> <tr> <th rowspan="2">School Climate And Professional Learning</th> <th colspan="2">Staff Opinion Survey Percent endorsement</th> </tr> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Collective responsibility</td> <td>87%</td> <td>&gt;90%</td> </tr> <tr> <td>Coherence</td> <td>85%</td> <td>&gt;85%</td> </tr> </tbody> </table>	Factor Name	Student Attitudes to School Survey		2016	2017	Student Morale	5.69	>5.9	School Climate And Professional Learning	Staff Opinion Survey Percent endorsement		2016	2017	Collective responsibility	87%	>90%	Coherence	85%	>85%	● ● ●		
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Refine curriculum design ensuring horizontal and vertical alignment to whole school teaching and learning. <b>(Curriculum)</b>	<p>Comprehensive audit of scope and sequence (Curriculum design)</p> <p>Budget for PLT (Vertical and Horizontal meetings) in meeting schedule</p> <p>Educational Consultant employed for Planning Days</p>	<p>Level Leaders</p> <p>Principal</p> <p>AP</p>	<p>Term 4</p> <p>Term 4</p> <p>Term 2</p>	<p><b>6 months:</b> Staff contributing to both vertical and horizontal PLTs.</p> <p>Staff contributing effectively to Level planning.</p> <p>All staff will have met one on one with NoTosh critical friend</p> <p>All graduates will have engaged in intensive coaching program with educational consultant – Lyn Reggett</p>	<p>● ● ●</p>																																			



	Critical Friend employed for Peer Learning  Staff engage in Peer Learning – Colligate visits (CV) and professional learning visits (PLV)	AP  Team Leaders	Term 4  Term 4	Staff conducted Peer Learning visits and professional learning document in Performance and Development Plans (PDPs)  <b>12 months:</b> Victorian Curriculum and learning continuums and unit planners will be aligned and demonstrate a learning continuum from F-6.	  ● ● ●														
Improve Relative Growth school data school in Reading and Writing. <b>(Curriculum)</b>	Comprehensive audit of the whole school assessment schedule	AP	Term 4	<b>6 months:</b> Assessment schedule audit conducted in leadership meetings with level leaders	● ● ●														
	Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment.	Leadership Team	Term 4	Student data is used in Level PLTs to inform planning of curriculum to cater for point of need.															
	Engage in a writing expert to conduct professional learning for teachers	English Leader	Term 2	Dr Alison Davies has conducted whole day professional learning at a curriculum days															
	Development of Writing unit planners in both vertical and horizontal PLTs to ensure differentiated writing learning on a continuum.		Term 4	<b>12 months:</b> Amy Han to conduct a writing professional learning sessions for teachers as writers  Student data and progress to be recorded  A whole assessment schedule designed and in use.  Writing units planners developed to cater for learners across all levels  Increase the percentage of students achieving high growth on NAPLAN relative growth reports.	● ● ●														
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## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.																										
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	Positive climate for learning and Health and wellbeing																										
<b>STRATEGIC PLAN TARGETS</b>	<p>To improve the mean scores in: <i>The Students Attitude to School Survey.</i></p> <table border="1" data-bbox="546 516 967 659"> <thead> <tr> <th rowspan="2">Factor Name</th> <th colspan="2">Student Attitudes to School Survey</th> </tr> <tr> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>5.82</td> <td>&gt;5.9</td> </tr> </tbody> </table> <p>To improve parent survey variables (as a percentage rank against state wide school means) including:            School connectedness &gt; 3<sup>rd</sup> Quartile (75%)            Student safety at or &gt;2<sup>nd</sup> Quartile (50%)            Social skills at or &gt; 3<sup>rd</sup> Quartile (75%)            Classroom behaviour at or &gt; 2<sup>nd</sup> Quartile (50%)</p> <p>Growth on the Staff Opinion Survey on the dimensions of Parent and community involvement.</p> <table border="1" data-bbox="546 743 1020 894"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Staff Survey % endorsement</th> </tr> <tr> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Climate</td> <td></td> <td></td> </tr> <tr> <td>Community and Parent Involvement</td> <td>80%</td> <td>&gt;85%</td> </tr> </tbody> </table>								Factor Name	Student Attitudes to School Survey		2014	2018	Student Morale	5.82	>5.9		Staff Survey % endorsement		2014	2018	School Climate			Community and Parent Involvement	80%	>85%
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Build strategies to strengthen positive relationships and enhance both home/school partnerships	Parent experts delivering enrichment programs. Continue to Increase attendance of parents at Classroom Helpers Course and community building events. (E.g. working bees and information sessions).  Actively cultivate respectful, supportive relationships among students, teachers, and parents.	AP    Leadership Team	Term 2 and Term 4   Term 4	<b>6 months:</b> Classroom helpers course offer to parents  Parents supporting learning and PFTA events throughout the school  <b>12 months:</b> Classroom helpers course offer to parents. Increased number of parent helpers in the classrooms.  Parent community support Balwyn Primary School Show Day.	● ● ●  ● ● ●																						



	<p>Emphasise school common purposes and ideals.</p> <p>Conduct a survey to the learning community regarding extra-curricular opportunities for students.</p> <p>Provide appropriate opportunities for autonomy and influence.</p>	<p>All staff</p> <p>Principal Leadership Team</p>	<p>Term 4</p> <p>Term 3</p>	<p>Percentage endorsement on Parent and community involvement (school climate) as indicated in targets.</p> <p>Documented evaluation of parent expert enrichment programs showing student, staff and parent feedback.</p>				
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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	<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>Next Steps:</b>				

