

# Annual Implementation Plan: for Improving Student Outcomes

School name: Spring Parks Primary School  
 School number: 5538

Year: 2017  
 Based on strategic plan: 2015-2018

Endorsement:

Principal Julie Fisher March 28<sup>th</sup> 2017 

Senior Education Improvement Leader Ken Robinson  March 28<sup>th</sup> 2017

School council Maly O'Grady March 28<sup>th</sup> 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><b>Achievement</b></p> <ul style="list-style-type: none"> <li>To improve student outcomes for all students, F-6, in Literacy and Numeracy</li> <li>To improve overall student achievement levels in the areas of English and Mathematics.</li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>To strengthen the students' ability to think critically, creatively and reflectively to promote a stronger sense of engagement in their own learning.</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>To improve student peer and school connectedness.</li> </ul> <p><b>Productivity</b></p> <ul style="list-style-type: none"> <li>To effectively manage staffing profiles within budget constraints while providing a rigorous and engaging education.</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	

**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.

Staff had a role in negotiating and developing the targets and key improvement strategies in the 2017 AIP, giving them collective responsibility for student improvement across the school. Literacy and Numeracy are key focus areas in our Strategic Plan with resources being allocated to improve student learning growth through building staff capacity in the teaching of literacy and numeracy, by identifying 'at risk' students both above and below the expected level and implementing Individual Learning Plans (ILP). School leadership and class teachers have common agreement that there are many students across the school who would benefit from early intervention that focuses on the skills associated with decoding and comprehension that are involved in reading. Although NAPLAN Reading growth from years 3-5 is higher than like schools, Reading growth from Prep-2 has been identified as a targeted area in 2017. To support this work the adaptation of the NSW literacy continuum to Victorian Curriculum will take place so that teachers can, using consistent assessment and moderation, accurately place students against the agreed continuum. This will allow teachers to effectively track student growth via GradeXpert, identify their location on the literacy continuum for reading and develop a personalised plan relevant to their individual learning needs linked to reading.

The school has identified that a more strategic approach to 'Resilience' – more students to become resilient. Student Attitude to School Survey indicates, although student motivation was high, that their connectedness to peers and the school was low. During 2017, strategies will be put in place to improve the areas of Student Connectedness from the 7.4 percentile to above the 50 percentile, over the next 3 years. The school will focus on Mindfulness and Growth Mindset for all staff to enhance students' social and emotional skills in order to increase connectedness to peers and school. Spring Parks will implement measures to increase learning confidence from 6.1, stimulating learning from 21.4 percentile and teacher effectiveness from 22.4 percentile to the 50 percentile or higher over the life of the strategic plan.

As Spring Parks has had major changes of leadership throughout 2016, the building of leadership capacity across the school, through distributive leadership practices will be a focus in 2017. School leaders will continue to build the capacity of the professional learning teams so that they can support the staff to build excellence in teaching and learning practices.

### 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>Building practice excellence</b>	<ul style="list-style-type: none"> <li>• Develop collective teacher accountability in the assessment and monitoring of student progress to guide teaching and learning.</li> <li>• Build staff capacity in developing and implementing an agreed instructional model that aligns with the whole school teaching and learning charter.</li> </ul>
<b>Empowering students and building school pride</b>	<ul style="list-style-type: none"> <li>• Strengthen student understanding of themselves as learners and thus increase ownership of their learning.</li> </ul>
<b>Building leadership teams</b>	<ul style="list-style-type: none"> <li>• Continue to build the capacity of the Leadership team so that they can support the staff to build practice excellence.</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.

STRATEGIC PLAN GOALS	<b>To improve student outcomes for all students, F-6, in Literacy and Numeracy</b>																																																
IMPROVEMENT INITIATIVE	<b>Building practice excellence</b>																																																
STRATEGIC PLAN TARGETS	<p><b>Greater percentage of students achieving high growth in Mathematics, Reading and Writing. Effect size greater than or equal to 0.8</b></p> <p>To Improve the NAPLAN Relative Growth in the high category. (Data from School Summary Report)</p> <p>2016 Data NAPLAN Relative Growth- % of Students in the high category</p> <table border="1"> <thead> <tr> <th colspan="3">2016 Results</th> </tr> <tr> <th>Numeracy</th> <th>Writing</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>31%</td> <td>31%</td> <td>20%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Targets for 2018</th> </tr> <tr> <th>Numeracy</th> <th>Writing</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>35%</td> <td>35%</td> <td>25%</td> </tr> </tbody> </table> <p>Improve the percentage of students achieving at least one year's learning growth (Victorian Curriculum Assessment Data) across the school in literacy and numeracy.</p>	2016 Results			Numeracy	Writing	Reading	31%	31%	20%	Targets for 2018			Numeracy	Writing	Reading	35%	35%	25%																														
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12 MONTH TARGETS	<p><b>2017 :</b></p> <p>To improve the school mean score in the 'Victorian Curriculum Teacher Assessment Data Prep to 6 in Reading &amp; Viewing and Writing to be in line with the region. (Data from School Summary Report)</p> <p>To improve the school mean score in the 'Victorian Curriculum Teacher Assessment Data Prep to 6 in Number &amp; Algebra to be in line with the region. (Data from School Summary Report)</p> <ul style="list-style-type: none"> <li>To improve or maintain the % of students achieving one year's learning growth across the school in literacy and numeracy with a particular focus on Writing, Reading and Number.</li> </ul> <p><b>Writing Learning Growth %</b></p> <table border="1"> <thead> <tr> <th></th> <th>Year 0</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td></td> <td>72</td> <td>90</td> <td>84</td> <td>91</td> <td>95</td> <td></td> </tr> <tr> <td>2017</td> <td></td> <td>80</td> <td>95</td> <td>80</td> <td>85</td> <td>92</td> <td>79</td> </tr> </tbody> </table> <p><b>Reading &amp; Viewing Learning Growth %</b></p> <table border="1"> <thead> <tr> <th></th> <th>Year 0</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td></td> <td>70</td> <td>90</td> <td>80</td> <td>83</td> <td>92</td> <td></td> </tr> <tr> <td>2017</td> <td></td> <td>83</td> <td>95</td> <td>90</td> <td>85</td> <td>89</td> <td>91</td> </tr> </tbody> </table>		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	2016		72	90	84	91	95		2017		80	95	80	85	92	79		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	2016		70	90	80	83	92		2017		83	95	90	85	89	91
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Number Learning Growth %							
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016		88	96	87	83	85	
2017		93	92	85	85	82	80

- To improve the % of students From Years Prep to 6 achieving at or above the expected level in Writing, Reading & Viewing and Number in 2017.

Writing At or Above the Expected Level%							
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016		64	89	67	72	63	
2017	82	70	89	70	80	65	82

Reading At or Above the Expected Level%							
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016		64	89	79	72	71	
2017	82	83	95	85	80	78	83

Number							
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016		88	96	92	74	68	
2017	83	74	92	80	80	62	70

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop collective teacher accountability in the assessment and monitoring of student progress to guide teaching and learning	Teachers will complete a Reading continuum to be in-line with Victorian Curriculum, enabling teachers to accurately place students against the agreed continuum, using consistent assessment and moderation.	Leadership Team with English PLT Head	Term 1, 2017	<b>6 months:</b> Teachers complete continuum PD and place all students on the literacy continuum for Reading, students grouped by point of learning need. Teachers have placed all students against the continuum for Reading.	● ●	PLT will have regular discussions and documented minutes on the impact of the Reading continuum. PLT to review continuum and to ensure the school has a common understanding.	\$7,500 for resources	
			By 2nd June, 2017	<b>12 months:</b> In Reading, the students are able to locate themselves on the literacy continuum and can articulate their next learning steps. In year 3-6, 90% of students can indicate where they are on the continuum and know at least one skill they are working towards.	● ●	Staff Opinion Survey, data will be higher in Teaching and Learning: collective efficacy, in 2017 than previous year. Teacher judgment will show a higher % of C and above in 2017, than 2016.		
Build staff capacity in developing and implementing an agreed instructional model that aligns with the whole school teaching and learning charter.	Teachers will engage in peer observations and provide feedback through professional conversations.  Develop a benchmarking flowchart (fiction and non-fiction across nine text types) and an instructional model for literacy teaching. Teachers to be PD on agreed model.	English team with Louise	To be presented on 30 Jan	<b>6 months:</b> Whole school curriculum day in the use of Benchmarking, and teachers to be using the flowchart consistently when benchmarking students.	● ●	Schedule meeting times and minutes for whole school and TLT moderation, to improve consistency of teacher judgements in reading levels, within level teams.	\$2,000	
			Terms 3 to 4	<b>12 months:</b> All staff confidently using the framework for teaching Literacy and refer to the Benchmarking flow chart when delivering Reading across 9 text types. Teachers reduce inconsistency between benchmark level and teacher judgement of Victorian Curriculum achievement. Teachers have engaged in peer observations and have provided feedback through professional conversations.	● ●	Improved school consistency of teacher judgements of reading levels by comparing teacher judgements and student outcome data of 2016 – 2017.  Staff Opinion Survey: Teacher Efficacy, will be compared from 2016 to 2017.	\$1,000 CRT	

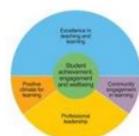


Curriculum Day – All staff to participate in high quality professional learning with Jim Ferguson, focussing on developing teacher capacity and ES support in teaching explicit Reading strategies.	Jim Ferguson  ALL STAFF	Term 1	<b>6 months:</b> Documented discussion notes in TLT Meetings related to Reading strategies and activities.	● ● ●	All teachers using agreed school planner, documenting in Work Programs: reading strategies, differentiation and reading levels. TLT minutes documenting discussion related to reading strategies.	\$3,000	
		15 <sup>th</sup> Feb	<b>12 months:</b> Whole school curriculum planning documentation, including termly planning and weekly work programs highlighting Reading strategies and activities.	● ● ●	Improved consistency of Victorian Curriculum teacher judgements in Reading, across the level teams by comparing teacher of 2016 – 2017.	\$6,000	
		Term 2	Classroom teachers collaboratively planning and teaching Reading activities using strategies.		Staff Opinion Survey: Teacher Efficacy, will be compared from 2016 to 2017.		
		Terms 3 to 4	All class teachers professionally developed in the implementation of high quality teaching strategies for Reading including differentiation and 3 point entry.				



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<b>To strengthen the students' ability to think critically, creatively and reflectively to promote a stronger sense of engagement in their own learning</b>						
<b>IMPROVEMENT INITIATIVE</b>		<b>Empowering students and building school pride</b>						
<b>STRATEGIC PLAN TARGETS</b>		<b>Increase measures to be above 75<sup>th</sup> percentile over the life of the strategic plan in: learning confidence, stimulating learning and teacher effectiveness.</b>						
<b>12 MONTH TARGETS</b>		<b>To increase Learning Confidence from 6.1% to 25%, stimulating learning 21.4% to 45% and teacher effectiveness 22.4% to 50%.</b>						
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>			
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>	
							<b>Estimate</b>	<b>YTD</b>
Strengthen student understanding of themselves as learners and thus increase ownership of their learning	To focus on teacher/student relationships and engagement for learning so that students feel more connected to school: <ul style="list-style-type: none"> <li>PD staff during TLT and Staff forums on the use of goal setting, via Learning Intention, Success Criteria and Feedback, to enable students to self-report and goal set, connecting students to their learning in Reading.</li> </ul>	Senior team with Simon & leadership team	Staff forums in term 2/3	<p><b>6 months:</b> Staff PD on learning intentions and success criteria</p> <p><b>12 months:</b> Teachers can demonstrate growth from Evolving to Embedding in Evidence-based high-impact strategies on the FISO Continua for School Improvement, by end date of PDP cycle</p>	● ● ●	Documented TLT minutes on how learning intentions and success criteria are being implemented in the classroom		
	Focus on teachers' understanding of mindfulness, to enhance student connectedness to peers <ul style="list-style-type: none"> <li>Whole day PD on Mindfulness, focusing on students' social and emotional skills</li> <li>Daily participation in an on-line program 'Just Get Active' based on empowering children to be happy, healthy and resilient.</li> </ul>	Kate Cooper  All Staff	Curriculum day on May 26 <sup>th</sup>  Terms 3 & 4	<p><b>6 months:</b> Improvement in the MindUp survey around Optimism</p> <p>Completion of Professional Development for all Staff and student workshops sessions.</p> <p>Developing a base line data for student incidence during lunch times.</p> <p><b>12 months:</b> Development of mindfulness activities that will be used from Years Prep to 6.</p> <p>All teachers supporting the development of Mindfulness / Deeper learning strategies in teaching practices</p>	● ● ●	Evidence of Impact – MindUp survey results – Pre-test in the area of 'Optimism' for grades 3-6, to establish a baseline.	\$3,500	
	Team leaders to attend MindBrain Conference to gain further knowledge in neuroscience and positive psychology in teaching and learning.	Team Leaders	16 & 17 March 2017	<p><b>6 months:</b> Team Leaders to present at staff forums Team Leaders to facilitate discussions at weekly team meetings Teachers implementing Growth Mind Set/Mindfulness strategies in the classroom.</p> <p><b>12 months:</b> Students setting goals based on interventions delivered in the classroom.</p>	● ● ●	Staff forums and TLT minutes Evidence of Impact – MindUp survey results – Pre-test in the area of 'Optimism' for grades 3-6, to establish a baseline.	\$6,000	
					● ● ●	Evidence of Impact – MindUp survey results – Post-test in the area of optimism for all grade 3-6, to compare evidence of teacher impact Documentation of Mindfulness activities in Work programs.		



## Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To effectively manage staffing profile within budgets constrains while providing a rigorous and engaging education						
OTHER IMPROVEMENT MODEL DIMENSIONS		Building leadership teams						
STRATEGIC PLAN TARGETS		Ensure a sustainable and equitable plan for the future which supports the philosophy of the school.						
12 MONTH TARGETS		Build teacher expertise through the use of data analysis and teacher collaborative practices in the area of Reading.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continue to build the capacity of the Leadership team so that they can support the staff to build practice excellence	Leadership team to complete FISO continua, identifying actions to improve the team's leadership capacity. Participate in the 360 <sup>o</sup> tool for all of the leadership team.	Leadership Team	Term 1-2	<b>6 months:</b> An agreed position on the FISO continua for the team in Building Practice Excellence	● ● ●		\$2,000	
				<b>12 months:</b> Priority areas and actions established to support the achievement of 2017 AIP goals	● ● ●	A positive shift in the 360 <sup>o</sup> tool in the areas of development Improvement in the Staff Opinion Survey in goal setting and planning		
	Continue to develop the leadership teams ability to analyse data to drive school improvement <ul style="list-style-type: none"> <li>Develop the capacity of the leadership team through the engagement of a critical friend, to focus on the analysis of triangulated school wide data, to help drive school improvement.</li> <li>NAPLAN, Threshold and Panorama data to help drive school improvement.</li> </ul>	Jim Ferguson	Ongoing	<b>6 months:</b> Developed leadership ability to analyse data and identify school areas of growth	● ● ●	Leadership Meeting minutes documenting identified areas of school/student growth	\$4,000	
				<b>12 months:</b> Have identified areas on student and school need, and have developed targets for the 2018 AIP	● ● ●	2018 AIP		



# 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>				

