

# Annual Implementation Plan: for Improving Student Outcomes

**School name: Chilwell Primary School**

**Year: 2017**

**School number: 2061**

**Based on strategic plan: 2017-2019**

**Endorsement:**

**Principal Mr Gavan Welsh**

**Feb 2017**

**Senior Education Improvement Leader**

**School council Mr Ben Woodman**

**Feb 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>Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p> <p>Over the life of the Strategic Plan we will continue to provide a caring, learning environment in students are inquisitive, actively engaged, empowered and challenged so that they achieve their and become positive members of the community.</p> <p>Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced.</p>		<b>Excellence in teaching and learning</b>	Building practice excellence	<input checked="" type="checkbox"/>
			Curriculum planning and assessment	<input checked="" type="checkbox"/>
		<b>Professional leadership</b>	Building leadership teams	<input type="checkbox"/>
		<b>Positive climate for learning</b>	Empowering students and building school pride	<input type="checkbox"/>
			Setting expectations and promoting inclusion	<input type="checkbox"/>
		<b>Community engagement in learning</b>	Building communities	<input type="checkbox"/>



Framework for Improving Student Outcomes

Published: February 2016



### 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.

In 2016 Chilwell participated in School Peer Review. The review team identified the following actions areas to develop and build practice in:

- document a guaranteed and viable curriculum focused on enhancing student learning. For example through the 'Chilwell Essentials folder'
- support staff to implement the Victorian Curriculum
- continue to build capacity and collective responsibility through staff learning from each other. For example, coaching, learning walks, external professional development including consultancy, communities of practice
- investigate for implementation, protocols and professional learning around having challenging conversations
- data:
  - o continue to track individual student data using at least three sources of evidence
  - o continue to build collective responsibility through shared team discussion and targeted teaching based on data
  - o support staff to provide opportunities for students to have increased ownership of their learning through 'I can' statements and goal setting
  - o enhance the use of Sentral.
- continue to fully expand implementation of Sentral
- strengthen staff capacity around trust in colleagues including the impact of emotional intelligence (for example professional readings) and capacity to adapt to change.

Implementing the Victorian Curriculum, the Chilwell developed 'I can statements' and utilising the Sentral Reporting package will provide the avenue to achieve the above.

In 2016, Chilwell began professional development in implementing best practise in Writing through an agreed instructional model (Writer's Workshop – based on BASTOW Professional Development). In 2017, we will continue to rollout the implementation of Writers Workshop and further develop an agreed writing program which will ensure teachers adopt consistent teaching and learning protocols and high impact teaching.

### 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>	<p>Strengthen the capacity of teachers and students to create a student centred learning environment using data and feedback as a regular part of student–teacher–parent dialogue.</p> <p>Enhance the capacity of teachers to:</p> <ul style="list-style-type: none"> <li>o use data and moderation of assessment to implement precise targeted teaching</li> <li>o consistently implement agreed and explicit instructional models in English and Mathematics across the school</li> </ul>
<b>Curriculum Planning and Assessment</b>	<p>Strengthen the capacity of teachers and students to create a student centred learning environment using data and feedback as a regular part of student–teacher–parent dialogue.</p> <p>Enhance the capacity of teachers to:</p> <ul style="list-style-type: none"> <li>o use data and moderation of assessment to implement precise targeted teaching</li> </ul> <p>consistently implement agreed and explicit instructional models in English and Mathematics across the school</p>

## 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>	Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.												
<b>IMPROVEMENT INITIATIVE</b>	Excellence in Teaching Curriculum Planning and Assessment												
<b>STRATEGIC PLAN TARGETS</b>	<p>NAPLAN Year 3 to 5 Relative gain measures to show each year of the Strategic Plan:</p> <table border="1" data-bbox="540 758 1124 1016"> <thead> <tr> <th></th> <th>Low Equal to or less than %</th> <th>High Equal to or greater than %</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>20</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>17</td> <td>36</td> </tr> <tr> <td>Reading</td> <td>17</td> <td>32</td> </tr> </tbody> </table> <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted data (Government Schools performance summary) over the life of the Strategic Plan.</p> <p>We will set growth targets at each year level, annually, using triangulated data incorporating the Victorian Curriculum. (This will become our 12 month targets)</p> <p>School Staff Survey, School climate module</p> <p>Over the life of the Strategic plan, component mean score, Prin/Teach to be at or greater than:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy (90)</li> <li>• Collective Responsibility (90)</li> <li>• Teacher Collaboration (85)</li> <li>• Collective focus on Student Learning (90)</li> <li>• Guaranteed and Viable Curriculum (85)</li> <li>• Academic emphasis (89).</li> </ul>		Low Equal to or less than %	High Equal to or greater than %	Numeracy	20	25	Writing	17	36	Reading	17	32
	Low Equal to or less than %	High Equal to or greater than %											
Numeracy	20	25											
Writing	17	36											
Reading	17	32											
<b>12 MONTH TARGETS</b>	<p>We will set growth targets at each year level, annually, using triangulated data incorporating the Victorian Curriculum</p> <ul style="list-style-type: none"> <li>• Each year level to review previous years Victorian Curriculum Data and set a target for one area of Literacy and one Area of Numeracy. I.e. 30% A and B in reading.</li> <li>• This goal will be used as a goal in Performance Plans</li> </ul>												



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	MONITORING		
						Evidence of impact	Budget	
							Estimate	YTD
<p>Strengthen the capacity of teachers and students to create a student centred learning environment using data and feedback as a regular part of student–teacher–parent dialogue.</p> <p>Enhance the capacity of teachers to:</p> <ul style="list-style-type: none"> <li>o use data and moderation of assessment to implement precise targeted teaching</li> <li>o consistently implement agreed and explicit instructional models in English and Mathematics across the school</li> </ul>	<p>Implement Victorian Curriculum in all year levels, Learning Areas and Capabilities by:</p> <p>Develop Biennial Whole School Curriculum Plan which will integrate Inquiry Based Learning</p> <p>Develop and implement teacher generated ‘I Can’ Statements in Literacy and Numeracy. I can Statements used to:</p> <ul style="list-style-type: none"> <li>• Assess Student Learning and monitor progress.</li> <li>• Plan Curriculum.</li> <li>• Report to parents.</li> </ul> <p>To develop and implement an effective Assessment and Reporting Schedule, incorporating the use of the Sentral platform.. Actions will be:</p> <ul style="list-style-type: none"> <li>• Reporting Schedule developed and draft to be discussed and implemented by staff.</li> <li>• ‘I can’ statements integrated into Sentral Package.</li> <li>• Teacher will input data into Sentral - ‘I Can’ Statements.</li> <li>• Parents will access Chilwell ‘I Can’ Statements using Sentral Software.</li> <li>• Teachers will generate written reports as outlined in final Assessment and Reporting Schedule.</li> </ul>	<p>Matt Limb</p> <p>Leadership Team All Staff</p>	<p>Semester One</p> <p>Semester One Ongoing</p> <p>Semester Two</p>	<p>6 months: Biannual whole school curriculum plan established</p> <p>Evidence of Victorian Curriculum within Inquiry Based Planning documents</p> <p>‘I can’ statements being used to track student progress and plan curriculum</p> <p>Teachers generating written reports as documentation in Assessment and Reporting Schedule</p>				



				<p>12 months: Teachers will continue to use Sentral Package and '1 Can' Statements to monitor student progress and plan curriculum.</p> <p>Parents will have ability to track their children's progress using Sentral Package as documented in Assessment and Reporting Schedule.</p> <p>Teachers will generate written reports as documented in Assessment and Reporting Schedule.</p>				
<p>Enhance the capacity of teachers to:</p> <ul style="list-style-type: none"> <li>o use data and moderation of assessment to implement precise targeted teaching</li> <li>o consistently implement agreed and explicit instructional models in English and Mathematics across the school</li> </ul>	<p>Develop and document a whole school approach to writing that outlines the programs and tools each year level will implement.</p>	Sarah Jeffreys All Staff		<p><b>6 months:</b> Scope and Sequence Chart Developed to identify programs and tools used when teaching writing across the school P-6.</p> <p>Whole school agreement / commitment to a consistent, documented approach to writing.</p> <p>Writer's Workshop model (completed in 2016) embedded into planning and teaching.</p> <p>Professional Development sessions commenced focusing on 6+1 Traits of Writing, implemented in writing Grades 3-6 and elements used within shared reading P-2.</p>				
	<p>Provide staff with professional development sessions on '6 Traits + 1' strategies. External Professional Development instructors utilised for Curriculum Day.</p> <p>Staff will participate in learning walks to give and receive feedback on the relevant whole school model, including Writer's Workshop instructional model, Seven Steps and 6+1 Traits of Writing.</p> <p>Literacy Coaching will focus on improving writing pedagogical knowledge and practice.</p>	Sarah Jeffreys						
		All Staff		<p><b>12 months:</b> Writing whole school approach will be documented and included in the Chilwell Essentials Folder.</p> <p>Writing programs will be used to support writing development as per the school Scope and Sequence planning document:</p> <ul style="list-style-type: none"> <li>- Seven Steps focus P-2</li> <li>- 6+1 Traits of Writing 3-6</li> </ul>				



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	<p><b>Engagement</b> Over the life of the Strategic Plan we will continue to provide a caring, learning environment in which all students are inquisitive, actively engaged, empowered and challenged so that they achieve their potential and become positive members of the community.</p> <p><b>Wellbeing</b> Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced.</p>
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<p>Positive climate for learning.</p>
<b>STRATEGIC PLAN TARGETS</b>	<p><b>Engagement</b> Attitude to school survey factors, 'Connectedness to Peers', and Teaching and Learning factors are scored at least at four or above on a five point scale, over the life of the Strategic Plan. ('agree' or 'strongly agree')</p> <p>Average days absent per student are 13 days or less at each year level Years P–6, over the life of the Strategic Plan.</p> <p><b>Wellbeing</b> Attitude to School Survey factors (AtSS) 'Classroom behaviour' and 'Student Safety' are scored at last at four or above on a five point scale, over the life of the SP.</p> <p>AtSS factors 'Student Morale' and 'Student Distress' are scored at least at five or above on a seven point scale, over the life of the SP.</p> <p>School Staff Survey, School climate module</p> <p>Over the life of the Strategic plan, component mean score, Prin/Teach to be at or greater than:</p> <ul style="list-style-type: none"> <li>o Staff Trust in Colleagues (80)</li> </ul> <p>Parent Opinion Survey perceptions of Teacher Morale trend upward from 2016 baseline data (5.80 mean factor score)</p>
<b>12 MONTH TARGETS</b>	<p><b>Engagement</b> To be determined by Towards Transformation team in February 2017.</p> <p><b>Wellbeing</b> To monitor the Sentral Package component of student behaviour in 2017 to establish baseline data on number of negative behaviour entries.</p>



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Strengthen staff capacity to support students to become independent and engaged learners through student voice in their learning and access to a variety of quality tasks and authentic experiences.	Apple Coaching – Towards Transformation	Scott, Jeanie, Mylea, Jason, Olivia and Jan working with Apple Educator Ray Nashar through Adam Brice	Dec 2016 - Nov 2017. Dates and times to be scheduled with Coach	6 months: Team of 5 staff established. Budget development Attended initial introductory session Met with Ray Nashar to develop schedule of meetings Attend, participate actively and contribute to coaching sessions Report back to Curriculum Teams and upskill team members	Progress Status: 3/4 (Green, Yellow, Red)			
				12 months: Knowledge gained in Coaching is shared and distributed among other staff Clear vision of how school uses iPads	Progress Status: 3/4 (Green, Yellow, Red)			
Promote a whole school community focus on building positive relationships and resilience, underpinned by CPS's expectations of staff, students and families as documented through the school's student engagement policy.	Continue to build staff capacity to implement welfare programs.  Clarify the whole school approach to implementing wellbeing programs documented in the CPS Engagement Policy by: <ul style="list-style-type: none"> <li>Unit will identify welfare needs pertaining to their specific cohort.</li> <li>Teaching units will identify which welfare program is implemented in their area.</li> <li>Curriculum Leaders will lead team to implement welfare program.</li> <li>Welfare Leader will monitor Welfare Programs being taught throughout school.</li> <li>Professional Development provided to build teacher capacity to implement welfare programs.</li> </ul> The Sentral Package will be used to monitor welfare issues throughout the school.	Welfare Leader  All Staff	Term One	6 months:  Documentation developed outlining current welfare programs P-2, 2/4....  Display established showing an overview of 2017 welfare programs.	Progress Status: 3/4 (Green, Yellow, Red)			
				12 months: Welfare programs implemented in all classrooms	Progress Status: 3/4 (Green, Yellow, Red)			
Strengthen the capacity of teachers and students to create a student centred learning environment using data and feedback as a regular part of student-teacher-parent dialogue.	Implement Catch Up Numeracy Program using \$4000 equity money funding by: <ul style="list-style-type: none"> <li>Children identified using selection criteria.</li> <li>Children participate in Catch Up Numeracy Program for up to 15 weeks.</li> </ul>	Numeracy Leader Catch Up Numeracy Teacher	Ongoing	Children selected for Catch Up Numeracy using following criteria: <ul style="list-style-type: none"> <li>D students in Number as assessed at mid-year and end of 2016.</li> <li>Children assessed as a low C in 2016 and mid year 2017.</li> <li>Grade 3 and 5 students prioritized.</li> <li>Children identified by classroom teachers.</li> </ul>				



## 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	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	





engagement in learning	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]

**Next Steps:**

