

Annual Implementation Plan: for Improving Student Outcomes

School name: Sunshine Heights Primary School

Year: 2017

School number: 4744

Based on strategic plan: 2014 - 2017

Endorsement:

Principal: Alex Artavilla

Senior Education Improvement Leader: Anne Fox

School council Kylie Barker

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	✓
<ul style="list-style-type: none"> To improve student achievement by using an inquiry approach to learning, with a focus on literacy and numeracy To improve student engagement by building student 'voice' in their learning To enhance support for every child to thrive in a safe and stimulating learning environment To maximise the use of resources to achieve the best possible outcomes for students 	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:	
<p>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.</p> <p>A major focus for our school in the 2015 and 2016 Annual Implementation Plans was to further explore and identify what we needed to focus on to achieve the goals and targets of our School Strategic Plan. As a result of this work, we will continue to focus on enhancing the ability of the teachers to use the instructional strategies that have the greatest impact on student learning. The main reason for this is that the high impact instructional strategies ensure that we have the right foundations in place to support the achievement of the key improvement strategies. These foundations build practice excellence and enhance curriculum, planning and assessment. This includes supporting the students to develop a 'growth mindset', as well as supporting teachers to set learning objectives and provide explicit and effective feedback. We also believe that the Key Improvement Strategies can be achieved through the consistent and collective work of Professional Learning Teams.</p> <p>Our data from 2016 has also indicated that we need to revisit Mathematics, with a focus on differentiation of teaching to cater for all students.</p>	
Key improvement strategies (KIS)	
<p>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.</p>	
Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> To improve student achievement across the school, with a major focus on Literacy and Numeracy To embed consistent, quality practice across the school, with a focus on high impact instructional strategies
Empowering students and building school pride	<ul style="list-style-type: none"> Develop student 'voice' and leadership opportunities to build confidence and the ability for students to monitor their own learning
Building community	<ul style="list-style-type: none"> Build the home/school partnership to enhance learning and to improve community engagement



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	<ul style="list-style-type: none"> • To improve student achievement by using an inquiry approach to learning, with a focus on literacy and numeracy • To improve student engagement by building student 'voice' in their learning • To enhance support for every child to thrive in a safe and stimulating learning environment • To maximise the use of resources to achieve the best possible outcomes for students
IMPROVEMENT INITIATIVE STRATEGIC PLAN TARGETS	<p>Building practice excellence</p> <p>Targets reflect student-learning growth against current achievement. Targets to be achieved by the end of 2017. This includes:</p> <p>NAPLAN (relative growth): High Growth: Increase average % students achieving high growth Reading 25% or more, Writing 25% or more <i>and</i> Numeracy 25% or more</p> <p>Low Growth: Decrease average % students achieving low growth (2013 to 2015 avg. 18%) Reading 25% or less, Writing 25% or less <i>and</i> Numeracy 25% or less</p> <p>AusVELS teacher judgments Prep to 6: % students achieving more than the expected growth: Reading 20% or more Writing 20% or more Numeracy 20% or more % students achieving less than the expected growth: Reading 20% or less Writing 20% or less Numeracy 20% or less</p> <p>Other specific assessments: Reading P-6 Fountas and Pinnell over a 12-month period using the F&P projected expectations % students achieving more than the expected growth: 25% or more % students achieving less than the expected growth: 20% or less</p>
12 MONTH TARGETS	<p>NAPLAN (relative growth): High Growth: Increase average % students achieving high growth Reading 25% or more (2014-2016: 20%) Writing 25% or more (2014-2016: 24%) Numeracy 25% or more (2014-2016: 6%)</p> <p>Low Growth: Decrease average % students achieving low growth Reading 25% or less (2014-2016: 20%) Writing 25% or less (2014-2016: 18%) Numeracy 25% or less (2014-2016: 34%)</p> <p>AusVELS teacher judgments Prep to 6: % students achieving more than the expected growth: Reading 20% or more (2016: 38%) Writing 20% or more (2016: 19%) Numeracy 20% or more (2016: 24%) % students achieving less than the expected growth: Reading 20% or less (2016: 13%) Writing 20% or less (2016: 21%) Numeracy 20% or less (2016: 18%)</p> <p>Other specific assessments: Reading P-6 Fountas and Pinnell over a 12-month period using the F&P projected expectations % students achieving more than the expected growth: 25% or more (2016: 28%) % students achieving less than the expected growth: 20% or less (2016: 13%)</p>



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] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<ul style="list-style-type: none"> To improve student achievement across the school, with a major focus on Literacy and Numeracy 	<p>Employ two full time out of the classroom School Based Coaches:</p> <p><i>Shared focus of coaches:</i></p> <ul style="list-style-type: none"> Working with new staff to the school and staff that are working in a new level Review assessment schedule. Embed Essential Academic Vocab at each year level <p><i>Focus Numeracy Coach:</i> <i>Professional learning teams</i></p> <ul style="list-style-type: none"> Work with teams via PLT meetings to enhance planning and delivery of lessons that are underpinned by proficiency strands and problem based approach Work with teams vis PLT meetings to introduce Proficiency Scales to enhance planning and delivery of differentiated lessons, in particular to cater for students working above and below the expected level <p><i>Coaching teachers in the classroom</i></p> <ul style="list-style-type: none"> Work with teachers to continue to improve and refine the lesson structure with a particular emphasis on the quality of student reflections (expectations of students, use of questions and the purpose of reflections) Work with teachers to continue to build a consistent understanding of the purpose of Anchor Charts and the features of high quality Anchor Charts to support learning <p><i>Consultant</i></p> <ul style="list-style-type: none"> Engage Mathematics consultant Kathy Palmer for 14 days. Kathy’s role will be to work with one teacher from every team to increase their ability to enhance student learning in mathematics and to build their capacity to lead their respective teams <p><i>Focus Literacy Coach:</i></p> <p><i>Professional learning teams and Coaching teachers in the classroom</i></p> <ul style="list-style-type: none"> Work with staff to continue to embed a whole school approach to teaching writing, with a focus on conferencing (process, structures, features, questions to ask, building student independence and recording the conference) Work with staff to ensure that Word Study happens on a daily basis and is planned using samples of student work Re-label all take home books using Fountas and Pinnell levels Work with staff to support them to use Fountas 	Numeracy & Literacy Coaches	<p>Term 1 and 2</p> <p>Throughout entire year</p> <p>Term 1 & 2</p> <p>Throughout the entire year</p>	<p><i>Shared focus of coaches:</i></p> <p>6 months:</p> <ul style="list-style-type: none"> Planning documents of new staff and staff that are working in a new level are consistent with school wide initiatives and strategies Updated assessment schedule Essential Academic Vocab is evident in Term and Weekly Planning documents at each year level <p><i>Focus Numeracy Coach:</i></p> <p>6 months:</p> <ul style="list-style-type: none"> PLT minutes will show evidence of the use of a problem—based approach and Proficiency Strands (depth of learning/understanding) Proficiency Scales have been introduced in at least one team for one essential learning for Mathematics PLT minutes and students’ written reflections show evidence of planning and implementation of students reflections, including use of questioning and purpose Anchor Charts in classrooms are produced with the students, contain sufficient detail to support student learning, including use of the essential vocabulary <p>12 months:</p> <ul style="list-style-type: none"> Mathematics leader from each level has built their knowledge and PLT minutes show evidence of the learning they have lead within their team <p><i>Focus Literacy Coach:</i></p> <p>6 months:</p> <ul style="list-style-type: none"> Evidence of planning for conferencing in PLTs minutes and teacher records Evidence of a comprehensive word study program in teacher records, evidence of using student work samples in PLT minutes All classroom take home books have been labelled using F&P levels <p>12 months:</p> <ul style="list-style-type: none"> Evidence in PLT minutes of the impact and advised implementation form consultants 	● ● ●			



	<p>and Pinnell assessments to monitor ongoing student progress</p> <ul style="list-style-type: none"> Engage literacy consultants Vicki Froomes for one day per term to work with Coach as needed. This will include releasing team of teachers to observe lessons <p>Professional Learning for all teachers <i>Focus for PLTs:</i></p> <ul style="list-style-type: none"> Revisit Norms and expectations every term Use evidence to demonstrate achievement towards what we expect students to learn, including the use of success criteria <p><i>Focus for Team Leaders:</i></p> <ul style="list-style-type: none"> Focus on "What do we do for students that haven't learnt it yet" through the use of Proficiency Scales by building the knowledge of Team Leaders Write a document, based on current best practise, to focus on building Leaders' knowledge of how to develop creative and inquisitive learners <p><i>Focus for whole school staff meetings:</i></p> <ul style="list-style-type: none"> Develop and refine a meeting schedule to ensure that staff meet together at least once per term to discuss "hot topics", including Essential Vocabulary for Mathematics, Writing Conferences, Word Study, Classroom Instruction That Works, analysing running records and other topics as they arise 	Curriculum Leader	Each term	<p>6 months:</p> <ul style="list-style-type: none"> Evidence of Norms being written and reviewed each term in PLTs Evidence in PLT minutes of the use of data and success criteria to determine what students have learnt Proficiency Scales have been written and implemented for at least year level in one area of Mathematics <p>12 months:</p> <ul style="list-style-type: none"> Proficiency Scales have been written for other areas/year levels for Mathematics and for other areas of the curriculum A document has been written to support the development of creative and inquisitive learners Meeting Schedule has been written and followed 						
<p>To embed consistent, quality practice across the school, with a focus on high impact instructional strategies</p>	<p>Growth mindset and High Impact Instructional Strategies:</p> <ul style="list-style-type: none"> Provide Professional Learning for all staff to build knowledge of the 3rd strategy of 'Create the Environment for Learning' - 'Co-operative Learning' All grade levels to implement unit of work in Term One (as well as integrating in all areas of the curriculum) to focus on developing student and teacher understanding of the key elements of 'Setting Objectives and Providing Feedback' and 'Reinforcing Effort and Providing Recognition' Staff members who completed the 3 day workshop last year to meet together to build their capacity to lead the implementation at PLTs for each team Teachers to begin to implement 'Co-operative Learning' in all areas of the curriculum Team Leaders and Coaches to attend 3 day workshop In term one and term four all teachers to complete audit tool from the Classroom Instruction that Works handbook for 'Co-operative Learning' Allocate one staff meeting per term to review "Create the Environment for Learning" and to allow teachers to self-reflect and set/monitor goals Develop a 3 year plan for the implementation of all areas of Classroom Instruction That Works 	<p>Fleur and Sally</p> <p>All classroom teachers</p> <p>Curriculum Leader</p>	<p>Term 1</p> <p>Term 1</p> <p>Throughout the entire year</p> <p>Term 1</p>	<p>6 months:</p> <ul style="list-style-type: none"> Term Planners should show evidence of opportunities to implement high impact strategies PLTs should show evidence of implementation of 1st two strategies within 'Create the Environment for Learning' Staff to have completed audit tool <p>12 months:</p> <ul style="list-style-type: none"> Planning documents and PLT minutes to show evidence of implementation of 'Co-operative Learning' All staff to complete and monitor the self-assessment tool for 'Do-operative Learning' Team Leaders and Coaches to have completed 3 day workshop Evidence of 4 staff meetings to discuss school-wide progress of 'Create the Environment for Learning' Document has been produced, including a 3 year plan to implement Classroom Instruction That Works 	<p>● ● ●</p> <p>● ● ●</p>					



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> • To improve student achievement by using an inquiry approach to learning, with a focus on literacy and numeracy • To improve student engagement by building student 'voice' in their learning • To enhance support for every child to thrive in a safe and stimulating learning environment • To maximise the use of resources to achieve the best possible outcomes for students 						
IMPROVEMENT INITIATIVE		Empowering students and building school pride						
STRATEGIC PLAN TARGETS		Targets reflect improvement in student engagement with a focus on enhancing student voice: Attitudes to School survey The following 'Teaching and Learning' variables to increase or be no less than 1.5 from the top scaled score						
12 MONTH TARGETS		Targets reflect improvement in student engagement with a focus on enhancing student voice: Attitudes to School survey The following 'Teaching and Learning' variables to increase or be no less than 1.5 from the top scaled score (top score is 5): <i>Learning confidence (4.30 in 2015, 4.10 in 2016), School connectedness (4.57 in 2015, 4.56 in 2016), Teacher effectiveness (4.60 in 2015, 4.64 in 2016), Teacher empathy (4.58 in 2015, 4.68 in 20-16), Stimulating learning (4.28 in 2015, 4.24 in 2016) and Student motivation (4.68 in 2015, 4.68 in 2016).</i>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop student 'voice' and leadership opportunities to build confidence and the ability for students to monitor their own learning	Growth mindset and High Impact Instructional Strategies <ul style="list-style-type: none"> • Develop student voice through the implementation of the 3 high impact strategies in 'Create the Environment for Learning' with a particular emphasis on student voice in leading their own learning Proficiency Scales <ul style="list-style-type: none"> • Develop student voice and ownership for their learning by monitoring their learning in areas where Proficiency Scales are being implemented Building the leadership skills of students <ul style="list-style-type: none"> • Extend Attitudes to School Survey to students from Grade 3 and 4 • 8 students to attend Young Leaders Meeting and to provide feedback to peers • Opportunity for Grade 6 students to a one day excursion to Lake Dewar to build student leadership through their unit of work • Building and Grounds Parent representative to present Master plan to students to provide feedback • Provide opportunities for students to develop their leadership and problem-solving skills through fundraising, promoting the school values, Uplift Collective, Spanish Club, Drumming Extension, Green Team and Writers' Group • Student Leaders to mentor Grade 5 students who may be interested in leadership for 2018 	Curriculum Leader to work with PLTs	Throughout the year	6 & 12 months: <ul style="list-style-type: none"> • Create a survey for Grade 3 to 6 students to be completed and reviewed once per term, monitoring their input into voice and leadership 		[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Primary Welfare Officer	Term 1 Term 1	<ul style="list-style-type: none"> • Complete Student Survey for students in Grade 3 to 6 • Students to attend Young Leaders Meeting and provide feedback to peers • Grade 6 students to attend Lake Dewar excursion, evidence of implementation into unit of work as evidenced in PLT minutes • Students to document the impact they have felt through participation in leadership opportunities 						
	Term 2						Throughout the year	
	Term 3 and 4							



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> • To improve student achievement by using an inquiry approach to learning, with a focus on literacy and numeracy • To improve student engagement by building student 'voice' in their learning • To enhance support for every child to thrive in a safe and stimulating learning environment • To maximise the use of resources to achieve the best possible outcomes for students 						
IMPROVEMENT INITIATIVE		Building communities						
STRATEGIC PLAN TARGETS		Targets reflect improvement in student wellbeing with a focus on enhancing student leadership opportunities and home school partnerships: Parent Opinion survey The following variables to increase or be no less than 1.5 from the top scaled score: <i>Student safety and Classroom Behavior</i> Attitudes to School survey The following variables to increase or be no less than 1.5 from the top scaled score: <i>Student distress and Student morale</i>						
12 MONTH TARGETS		Targets reflect improvement in student wellbeing with a focus on enhancing student leadership opportunities and home school partnerships: Parent Opinion survey The following variables to increase or be no less than 1.5 from the top scaled score (top of scale is 7): <i>Student safety (6.05 in 2015, 5.30 in 2016), Classroom Behavior (4.91 in 2015, 4.86 in 2016)</i> Attitudes to School survey The following variables to increase or be no less than 1.5 from the top scaled score (top of scale is 7): <i>Student distress (5.94 in 2015, 6.06 in 2016), Student morale (6.06 in 2015, 5.99 in 2016)</i>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build the home/school partnership to enhance learning and to improve community engagement	Home/school partnership <ul style="list-style-type: none"> • Employ a Primary Welfare officer (Primary Welfare Departmental Grant) • Parent Information mornings (one per semester) targeting parents from non-English speaking backgrounds. Interpreters to be available in all requested languages • Hot topic parent sessions (possible topics: Raising Resilient children, Literacy, High Impact Strategies, Cyber Safety and Smiling Minds) • Continue to seek parent input into report comments. Feedback from teachers and parents to be sought to evaluate and review • Identify all students that would be considered at risk – socially and emotionally. Place on at risk monitoring chart. • Update the at risk monitor chart when required • Review process for monitoring absenteeism and lateness and communicate processes to staff Welfare and behaviour <ul style="list-style-type: none"> • Develop checklist with 5 essential skills that will be the focus in specialist classes for the semester • Review behaviour procedures, including additional options for students with high needs • Build coping skills for students with anxiety when settling in to school routines 	Primary Welfare Officer	Each term	6 & 12 months: <ul style="list-style-type: none"> • 2x Parent Information mornings for non-English speaking parents • 2x Parent information sessions conducted for parents in the evening (based on hot topics) • Record and collate parent feedback from student reports • All students at risk socially and emotionally have been identified and a plan of action is in place to support them • Absenteeism and lateness reduced each term 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			Each semester		● ● ●			
			Through the entire year					
			Each semester					
			Term 1	6 & 12 months: <ul style="list-style-type: none"> • Checklists have been developed, including 5 essential skills to be the focus in specialist classes • Review 'Prevention Practices' in the Staff Handbook to include additional options for students with high needs and strategies to build coping skills for students experiencing difficulty in settling in to school routines 				
			Term 1					





Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> •To improve student achievement by using an inquiry approach to learning, with a focus on literacy and numeracy •To improve student engagement by building student 'voice' in their learning •To enhance support for every child to thrive in a safe and stimulating learning environment <p>To maximise the use of resources to achieve the best possible outcomes for students</p>						
OTHER IMPROVEMENT MODEL DIMENSIONS								
STRATEGIC PLAN TARGETS								
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
In 2017 Sunshine Heights Primary School is in the last year of its School Strategic Plan	Sunshine Heights Primary School will undergo a School Review <i>Details will be added here in 2017 as information comes to hand.</i>	Leadership Team		6 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



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	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.]
	Curriculum planning and assessment	Select	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]				
Next Steps:				

