

Annual Implementation Plan: for Improving Student Outcomes

School name: Coburg West Primary School

Year: 2017

School number: 3941

Based on strategic plan: 2017 to 2020

Endorsement:

Principal Mark Colagrande

26 April 2017

Senior Education Improvement Leader Jason Coningsby

[date]

School council Sean Powell

26 April 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	
<ul style="list-style-type: none"> To achieve high learning growth for every student in Literacy and Numeracy To build student voice and agency in learning To build authentic partnerships between the students, staff, parents and the broader community 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	✓

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

The Improvement Initiatives nominated above have been selected based on the School Review, which took place at the end of last year. In evaluating the last School Strategic Plan and preparing for the new SSP, it was agreed that our school needs to focus on these Improvement Initiatives for this AIP and the new SSP that we are moving in to.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> Build upon our Leadership framework that supports distributed leadership and continues to develop staff capacity Teachers continue to build their understanding of the Proficiency Scales to support differentiation in classroom instruction Build teachers' knowledge of the Victorian Curriculum to enhance teacher confidence in reporting
Building communities	<ul style="list-style-type: none"> Develop a whole school Common Framework for Communications Initiate opportunities for cross school connections between students Whole school agreement on parental involvement in classrooms including key practices



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		To achieve high learning growth for every student in Literacy and Numeracy						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> A Leadership Framework is in place, with clearly defined structures, roles and responsibilities. Evidence of all staff using the Proficiency Scales in their reporting to parents Increase the percentage of students gaining A and B grades to align with State Reporting Standards. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> The Leadership Framework with role descriptions is clearly documented and updated as required All staff actively engage in regular moderation to inform their teaching, assessment and reporting Teachers demonstrate greater confidence in reporting against the Victorian Curriculum 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build upon our Leadership framework that supports distributed leadership and continues to develop staff capacity	<ul style="list-style-type: none"> Implement a Leadership Framework that provides opportunity for various levels of leadership, continuing to build the capacity of staff and allowing for succession planning Establish role descriptions so as to ensure all staff understand expectations 	Principal Principal, AP & Leading Teachers	Semester 1	6 months: <ul style="list-style-type: none"> The Leadership Framework continues to develop as a functioning Organisational Design model. 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			Semester 1	12 months: <ul style="list-style-type: none"> Role descriptions are documented and aligned to classifications 	● ● ●			
Teachers continue to build their understanding of the Proficiency Scales to support differentiation in classroom instruction	<ul style="list-style-type: none"> Teachers continue to develop their understanding of the Proficiency Scales Teaching Teams continue to work and plan together ensuring differentiation caters for the needs of their cohort Moderate the reporting to parent process to more closely align to student learning data 	Team Leaders, Leading Teachers, Assistant Principal & Principal	All year	6 months: <ul style="list-style-type: none"> Teachers have a clearer understanding of the Proficiency Scales 	● ● ●			
				12 months: <ul style="list-style-type: none"> Differentiation in classroom instruction continues to be clearly evident in classroom practice and documentation Moderate NAPLAN State, Region and School reporting to parent data for Grades 3 and 5 Continue to moderate wider school assessment 	● ● ●			
Build teachers' knowledge of the Victorian Curriculum to enhance teacher confidence in reporting	<ul style="list-style-type: none"> Teaching Teams and Curriculum Committees unpack the Victorian Curriculum so as to develop a deeper understanding Teachers report against the Victorian Curriculum 	Team Leaders, Leading Teachers, Assistant Principal & Principal	Term 2 and Term 4	6 months: <ul style="list-style-type: none"> Teachers have engaged in some form of Professional Learning relating to the Victorian Curriculum 	● ● ●			
				12 months: <ul style="list-style-type: none"> Teachers have reported on all students' progress against the Victorian Curriculum with confidence 	● ● ●			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]						
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]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To build authentic partnerships between the students, staff, parents and the broader community						
OTHER IMPROVEMENT MODEL DIMENSIONS		Building communities						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Established and implemented a Communication Framework including whole school expectations Connections established with the wider community Increased parent and school partnerships as measured by Parent Opinion Survey 						
12 MONTH TARGETS		<ul style="list-style-type: none"> A Common Framework for Communication has been established Connections have been initiated with the wider community Key Practices Agreement for parental involvement in classrooms has been established for the whole school 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a whole school Common Framework for Communications	<ul style="list-style-type: none"> Staff to share and clarify modes of communication currently being utilised across the school Identify and define the most effective modes of communication Agree and implement a Common Framework for Communications 	Principal class, Leading Teachers, All staff	Term 2 and Term 3	6 months: <ul style="list-style-type: none"> A Common Framework has been established 	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: <ul style="list-style-type: none"> Effective implementation of the Common Framework has taken place 	● ● ●			
Initiate opportunities for cross school connections between students	<ul style="list-style-type: none"> Investigate opportunities for students to connect with students and community members or organisations beyond our school gates Develop stronger connections with the broader community 	All staff	All year	6 months: <ul style="list-style-type: none"> Opportunities have been identified or initiated to connect students with others beyond our school 	● ● ●			
				12 months: <ul style="list-style-type: none"> Programs or projects have been initiated to engage our students in collaborative projects/programs across schools and community groups 	● ● ●			
Whole school agreement on parental involvement in classrooms including key practices	<ul style="list-style-type: none"> Analyse the level of parental involvement across the school Agree upon options for parental involvement across the school Formulate and document Key Practices Agreement for the whole school 	Principal class, and all teaching staff	Term 2 and Term 3	6 months: <ul style="list-style-type: none"> Whole school agreement has been reached and documentation is being developed 	● ● ●			
				12 months: <ul style="list-style-type: none"> Key Practices have been established, documented and implemented across the school 	● ● ●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	Select status	[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	Yes	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

