Annual Implementation Plan: for Improving Student Outcomes

School name: Caulfield South Primary School

Year: 2017

School number: 4315

Based on strategic plan: 2017-2020

Endorsement:

Principal	Gayle Yardley	15 February 2017	Senior Education Improvement Leader	Stuart Andrews	17 February 2017
School council	Jason Perlstein	22 February 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
• <u>Student Engagement</u>: To enhance student capacity as curious, motivated, family, community and global focused learners.
• Student Achievement/Excellence in teaching and learning, EVALUATING IMPACT on LEARNING: To improve every students' achievement in English, Numeracy and Science.
• **Student Wellbeing Goal:** To strengthen students' personal and social learning skills, including growth mindset and resilience.

Improvement Priorities	Improvement Initiatives	✓
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.

Given that the school is entering into the first year of a new School Strategic Plan (SSP), there are many initiatives that have been outlined for attention over the course of the SSP. The 2016 School Review identified areas for future development such as strengthening communication between school and parent community, connecting learning with local, national and global issues and building consistent instructional models across the school.

The School's continued partnership with Real Schools is currently focussing on improving the communication across the whole school community and on building clear and consistent classroom practice, so the 2017 AIP needed to continue to build on the work that was already going on in this area.

Over the course of 2016 the school began a one to one device program across years 4-6 and significantly increased the ratio of devices to students across the rest of the school. Given this investment in ICT, the school needs to continue to support teachers and students as they integrate this technology into classroom practice in order to maximise the impact on student outcomes and engagement.

The Pre Review Self Evaluation ascribed the FISO dimension: Evaluating impact of learning was self-assessed at the Evolving position on the Continua. The 2016 AIP focus upon Building Practice Excellence initiative aimed to strengthen and broaden teacher Performance and Development processes to be inclusive of effective classroom observations and shared understanding of contemporary pedagogy to promote inquiry-based learning.

If the whole school differentiated teaching and learning model is embedded in every classroom, then consistently high quality teaching will occur and every student will achieve a year's learning progress (or more). If teachers engage in regular collaborative professional learning that enhances their pedagogical content knowledge and understanding of how students are learning, then consistency of curriculum delivery and effective moderation of teacher judgement of student achievement will occur.

The Pre-Review Self-Evaluation (PRSE) aligned the outcomes of the School Strategic Plan (SSP) goals, targets and key improvement strategies with the FISO priorities and initiatives. The school used the consultation draft of the Continua for school improvement (Continua) to ascribe the extent of the implementation of FISO to date.

The PRSE ascribed the FISO dimension: Parents and carers as partners, as being at the Evolving stage on the Continua. Analysis of current practice included the aim 'to strengthen the connection between home and school, support collaboration between teachers, peers, and parents'. The self-assessment lists the range of opportunities for parent involvement in the school, and through three way conferencing their understanding of student achievement against goals.

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.

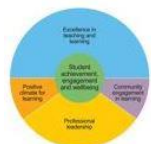| Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	• Invest in teacher capacity by strengthening the link between Professional Learning and Develop SMART goals to influence daily practice. • Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.
Building Communities	• Orient students towards their future through real life learning experiences in family, community and global contexts. • Review PYP inquiry units to maximise inclusion of opportunities for international interconnectedness and understanding global perspectives.
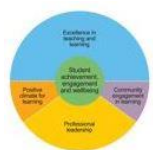
Section 2: Improvement Initiatives

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 not 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	[**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] To improve every students' achievement in English, Numeracy and Science.
IMPROVEMENT INITIATIVE	**Building Practice Excellence**
STRATEGIC PLAN TARGETS	*The NAPLAN Relative Gain for Year 3 to Year 5 Reading outcomes to show:* **a maximum** *of 20 per cent of students making low relative gain and* **a minimum** *of 40 percent making high relative gain, by 2020.* • The NAPLAN Relative Gain for Year 3 to Year 5 Writing outcomes to show: **a maximum** of 15 per cent of students making low relative gain and **a minimum** of 40 percent making high relative gain, by 2020. • The percent of student Numeracy outcomes in the top 3 NAPLAN bands will increase annually to be sustained above threshold standards • By 2020, all F-6 students to make at least one Victorian Curriculum level progress in Science annually.
12 MONTH TARGETS	Average cohort growth in PAT Maths to improve towards target of 1.2 years growth in 12 months. **2017 Growth Targets Expected and Aspirational- PAT Maths**

Year Level (2017)	2016 Ave Score	Expected Growth Target	Expected PAT ave 2017	Aspirational Growth Target	Aspirational Target PAT ave 2017
Year 1	96.14	14.45	110.59	18.06	112.22
Year 2	104.87	12.22	117.09	15.28	120.15
Year 3	112.96	9.38	122.34	11.72	124.68
Year 4	116.35	8.55	124.90	10.69	127.04
Year 5	123.72	6.19	129.91	7.74	131.19
Year 6	129.48	3.44	132.92	4.3	133.78

Naplan Growth Targets: Aspirational Growth Targets Reflect 1.2 Year Growth in 1 Year

Reading				
Y3 2015 Mean	Expected Y5 Growth Target	Expected Y5 2017 Mean	Aspirational Growth Target	Y5 2017 Aspirational Mean
494	68	562	85	579
Writing				
Y3 2015 Mean	Expected Y5 Growth Target	Expected Y5 2017 Mean	Aspirational Growth Target	Y5 2017 Aspirational Mean
467	63.2	530.2	79	546
Numeracy				
Y3 2015 Mean	Expected Y5 Growth Target	Expected Y5 2017 Mean	Aspirational Growth Target	Y5 2017 Aspirational Mean
459	85.6	544.6	107	566

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Invest in teacher capacity by strengthening the link between Professional Learning and Development of SMART goals to influence daily practice.	Teacher Professional Learning Action Team building to ensure application of a common instructional model and consistency of language (Inquiry Cycle, Problem Solving Strategies, Mental Computation, Whole School Reading Strategies, spelling approach, Learning Intentions/Success Criteria, VCOP). **PYP Standards and Practices Addressed A3, C2.6, C3.2, B2.3**	PLAT Leaders (LN, DW, AS/AM)	By the end of 2017	6 months: -Staff PD provided for CSPS Inquiry Cycle with follow up in collaborative planning sessions by PYP coordimators -Staff refresher on Problem solving strategies and Mental Computation strategies in numeracy run by Maths PLAT -commence research snd develop whole school reading strategies by Literacy PLAT -Commence research to develop school approach to spelling (Sara Wise in conjunction with Literacy PLAT -Continue VCOP as instructional method Prep to Y3 -Develop consistent use of learning intentions and success criteria across all year levels and specialist areas	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	As per Indicative Budget attached	
				12 months: Team level planning documents and teaching programs employ the language/structure of the instructional models and features of these initiatives are visible in classrooms. -CSPS reading strategies and approach to spelling ready for 2018 roll out	🔴 🟡 🟢			
Invest in teacher capacity by strengthening the link between Professional Learning and Development SMART goals to influence daily practice.	Set protocols and expectations to ensure effective use of meetings and enhance vertical planning structures through year level teams planning collaboratively at a common time and vertical planning through the structure of the PLATs. **PYP Standards and Practices Addressed** B1.6, B2.4	Gill Bartholomeusz	By the end of 2017	6 months: Leadership team develop models and have presented drafts of these to staff for feedback, including expectations for PLATs to run professional learning for staff, fixed scheduling of meeting content that reflects SSP.	🔴 🟡 🟢			
				12 months: Protocols are in place and are reflected in meeting agenda/minutes and other official communication records.	🔴 🟡 🟢			
Invest in teacher capacity by strengthening the link between Professional Learning and Development SMART goals to influence daily practice.	Build the range of measures and data used by teachers in Performance and Development Plans **PYP Standards and Practices Addressed** B2.3	GY/GB	By the end of 2017	6 months: Provide teachers with a list of possible measures, such as types of data or observational notes, that could be used in the development of their PDPs.	🔴 🟡 🟢			
				12 months: All teachers have used suitable data measures to support their PDP.	🔴 🟡 🟢			
Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.	Articulate effective practice utilising diagnostic, anecdotal, observational and pre-and post-assessment approaches. **PYP Standards and Practices Addressed** C1.6, C3.10, C4.1, C4.3	AS/AM, Classroom teachers.	By the end of 2017	6 months: -Students who have made less than 1 year of growth in previous reporting cycle have been identified and have learning plans made in consultation with previous teachers and parents of the student. -Opportunities provided for teachers to share assessment methods used, how instruction is modified and progress monitored as a result - Identify and monitor all highly able students, using individual learning plans and in particular, a specific focus on improved numeracy achievement.	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			

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				- Individual Learning plans have been implemented as required and student learning monitored. -Work programs/Planning docs/assessment records provide evidence of differentiation from use of range of assessment methods			
Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.	Establish opportunities for staff to connect with schools in the local area to collaborate and share practice. **PYP Standards and Practices Addressed** B2.3	AM/AS/G Y/GB	By the end of 2017	6 months: Review current opportunities for staff to collaborate with local schools. Investigate possible future opportunities for staff to collaborate with local schools.		
				12 Months: Teachers have collaborated with local schools and have reported back to the whole staff on their experiences.		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To enhance student capacity as curious, motivated, family, community and global focused learners.
IMPROVEMENT INITIATIVE	**Building Communities**
STRATEGIC PLAN TARGETS	Student perception of stimulating learning, teacher effectiveness and teacher empathy will exceed 2017 benchmarks annually. (Indicator school based surveys and student focus groups) Student attendance rates will reflect absences of not more than eleven days annually (excluding extended family holidays). Parent opinion of student engagement factors will exceed 2015 benchmarks annually. (Indicator Parent Opinion)
12 MONTH TARGETS	Establish benchmarks for student perception of stimulating learning, teacher effectiveness and teacher empathy.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Orient students towards their future through real life learning experiences in family, community and global contexts.	Maximise use of digital technologies as tools for exploration, invention and creative problem solving. **PYP Standards and Practices Addressed** **A3b,A3c, B2.7, B2.11**	eLearning Focus Team Leader (AB), PYP Coords (AS/AM)	By the end of 2017	6 months -Google classroom being used to create collaborative learning community in Years 4-6 -eLearing focus team explore range of app/programs for students to explore creativity and invention	🔴🟡🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: -new app/programs installed on devices -Evidence of student creations and inventions using devices	🔴🟡🟢			
Orient students towards their future through real life learning experiences in family, community and global contexts.	Increase parent communication and feedback to maximise their engagement in their child's learning. **PYP Standards and Practices Addressed** **A3, B2.7, B2.11**	Principal and AP, School Council, Year Level Coords, PYP Coords (AS/AM)	By the end of 2017	6 months: -Restructured parent information evenings to focus on teaching and learning at CSPS rather than administration (in conjunction with Adam Voight and Real Schools.) -Community communication plan created, with protocols for use of different mediums of communication	🔴🟡🟢			
				12 months: -Investigations into centralised communication systems (eg Compass) to be used as a parent portal beginning 2018	🔴🟡🟢			
Orient students towards their future through real life learning experiences in family, community and global contexts.	Use digital student work portfolios (Grades 4-6) to encourage dialogue between students and parents relevant to student learning and engagement **PYP Standards and Practices Addressed** **A3, B2.7, B2.11, C4.3, C4.4, C4.5**	eLearning Focus Team with PYP PLAT	By the end of 2017	6 months: -Protocols for student portfolios updated and communicated with all staff (including ways in which junior years portfolios can be used to create home/school dialogue)	🔴🟡🟢			
				12 months: -Digital portfolios used to create dialogue between students and parents in years 4-6 -	🔴🟡🟢			
Review PYP inquiry units to maximise inclusion of opportunities for international interconnectedness and	Strengthen concept based inquiry teaching across the school supported by the use of critical and creative thinking tools **PYP Standards and Practices Addressed** **A3.b,A3.c, C3.9, C3.1b, C3.1d**	PYP PLAT	By the end of 2017	6 months: -Collaborative planning agenda have evidence of inclusion of community and global connections -Staff PD around assessing conceptual understanding and teaching conceptually across the curriculum.	🔴🟡🟢			

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understanding global perspectives.				12 months: -All year levels and specialist have instances of at least 2 family/community/global connections have been used to enhance inquiry -Each unit of inquiry has a genuine conceptual focus – thinking tools used to support specific conceptual understandings and assessments reflect conceptual understandings	🔴 🟡 🟢			
Review PYP inquiry units to maximise inclusion of opportunities for international interconnectedness and understanding global perspectives.	Embed a philosophy of learner agency across the school. **PYP Standards and Practices Addressed** **A4, B2.11, C3.5**	PYP Coords (AS/AM)	By the end of 2017	6 months: -Attend PD and Review other schools protocols around learner agency in developing a CSPS Model -Adam Voigt whole school PD to support Learner Agency strategies	🔴 🟡 🟢			
				12 months: -Plan 2018 in place for whole school roll out of Learner Agency as a major focus	🔴 🟡 🟢			
Orient students towards their future through real life learning experiences in family, community and global contexts.	Establish tools for measuring student perception of stimulating learning, teacher effectiveness and teacher empathy. **PYP Standards and Practices Addressed** **B1.6, B1.7**	Gill Bartholo meusz, PYP Coordinat ors, Wellbeing focus team	By the end of 2017	6 Months- Develop methods for measuring student perceptions of stimulating learning, teacher effectiveness and teacher empathy, such as PoLT, Acer Social Emotional Wellbeing Survey, Student Focus Groups, Student Reflections of Learning, Victorian Student Health and Wellbeing Survey. Implement The Resilience Survey Years 3-6 (SFYS)	🔴 🟡 🟢			
				12 Months- Establish benchmarks for chosen measures of student perceptions of stimulating learning, teacher effectiveness and teacher empathy.				
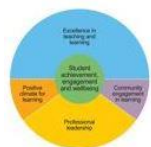
Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To strengthen students' personal and social learning skills, including growth mindset and resilience.
OTHER IMPROVEMENT MODEL DIMENSIONS	Positive Climate For Learning
STRATEGIC PLAN TARGETS	Student perception of Student Safety, Student Morale and Connectedness to School will be above 2017 benchmarks annually. (Indicators school based surveys, student focus groups) Parent opinion of Student Safety and School Connectedness will be above 2016 benchmarks annually. (Indicator Parent Opinion Survey)
12 MONTH TARGETS	Establish plans for implementation of strategies in 2018 and beyond.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact		Budget	
								Estimate	YTD
Enrich current wellbeing approaches by incorporating 'The Building Resilience Social and Emotional Learning Materials'.	Develop ideas for: what resilience looks like in the classroom and how to do it (Empathy, Appreciation, Mindfulness). **PYP Standards and Practices Addressed A5, A6, C3.16**	Wellbeing focus Team	By the end of 2017	6 months: Whole staff PD around target element s of Restorative Practices with Adam Voigt - content devised from staff survey around Restorative Practice competencies Train Mindful Moment to become a lead by Y6 mentors in classrooms	🔴🟡🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
				12 months: Investigate partnership with "The Resilience Project" for 2018 All class teachers using Mindful Moments as a part of regular practice	🔴🟡🟢				
Enrich current wellbeing approaches by incorporating 'The Building Resilience Social and Emotional Learning Materials'.	Implement the DET Respectful Relationships Framework **PYP Standards and Practices Addressed A5, A6, C3.16**	Wellbeing Focus Team	Ready for implementation by the end of 2017	6 months: Familiarise with Respectful relationships framework and cross check with current practice	🔴🟡🟢				
				12 months: Plan in place for implementing required changes in 2018	🔴🟡🟢				

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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	**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]

Considerations for 2018:

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