

# Annual Implementation Plan: for Improving Student Outcomes

School name: Knox Park Primary School

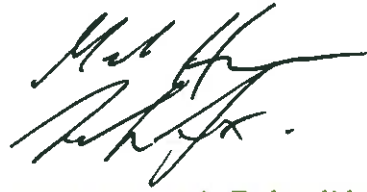
School number: 4990

Year: 2017

Based on strategic plan: 2016 - 2019

Endorsement:

Principal Mark Hanson 20/2/2017



School council Mark Fox 20/2/2017

Senior Education Improvement Leader Justin Butler



## 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"> <li>To maximise the Learning Growth of every student across the whole curriculum but especially in literacy and numeracy</li> <li>Inquiry Learning</li> <li>Systematic Whole School Assessment</li> <li>Building Teacher Capacity</li> <li>To build students' capacity to be more independent and motivated learners</li> <li>To strengthen the wellbeing culture through a focus on positive education and a growth mindset</li> </ul>	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>With the introduction of a new Principal and in accordance with the School Strategic Plan 2016 – 2019 Knox Park PS will have a strong focus on Excellence in teaching and learning. In 2017, the areas for development continue to be a whole school approach to teaching and learning, a documented guaranteed and viable curriculum, teacher capacity building and a whole school approach to assessment and data analysis.</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)
Curriculum planning and assessment (curriculum development and delivery)	<ul style="list-style-type: none"> <li>To develop a whole school documented curriculum</li> <li>To develop teacher's capacity to regularly use data to inform teaching practice</li> <li>Embed a collaborative culture of curriculum planning</li> <li>Develop and strengthen teaching and assessment approaches</li> <li>Monitor the impact on learning and adjust curriculum planning</li> </ul>
Building practice excellence (Teaching and Learning)	<ul style="list-style-type: none"> <li>Building teacher capacity through targeted professional learning</li> <li>Consistent implementation of agreed whole-school teaching and learning approaches</li> <li>Collaborate within and across professional learning teams to ensure consistency of curriculum delivery</li> <li>Enhance feedback on learning to students and staff</li> </ul>



## 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 maximise the Learning Growth of every student across the whole curriculum but especially in Literacy and Numeracy. To introduce Inquiry Learning.							
IMPROVEMENT INITIATIVE		Curriculum planning and assessment							
STRATEGIC PLAN TARGETS		NAPLAN relative growth data to be at the expected proportions or better. Low growth 25%, medium growth 50%, high growth 25%							
12 MONTH TARGETS		27% or less of our students achieving NAPLAN low growth in Numeracy. 25% or less of our students achieving NAPLAN low growth in Writing.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
		Estimate	YTD						
<b>Consistent approach to whole school teaching and learning.</b>	Develop a whole-school documented curriculum.	Prin Team LT	Ongoing	6 months: completed a viable draft	● ● ●				
				12 months: whole school documented curriculum completed.	● ● ●				
<b>To develop teacher's capacity to regularly use data to inform teaching practice.</b>	Formation of a data team	Data Team	Ongoing	6 months: Establish process for data analysis	● ● ●				
	Regular review and analysis of growth data in teams.	LT		12 months: Growth data tracked on regular basis by Leadership Team and teachers.	● ● ●				
<b>Embed a collaborative culture of curriculum planning.</b>	Consistent planning format using Office 365.	LT	Ongoing	6 months: All staff utilising Office 365 for planning and a Leadership Team representative attending all planning sessions.	● ● ●				
	Leadership Team represented during all planning meetings.	LT and AP		12 months: Collaborative planning.	● ● ●				
<b>Develop and strengthen teaching and assessment approaches.</b>	Implement an inquiry based learning approach.	LT and AP	Term 1	6 months: Evidence of Inquiry planners.	● ● ●				
	Develop rich assessment tasks more reflective of the Inquiry process.	LT and AP		12 months: Rich assessment tasks evident in unit planners.	● ● ●				
<b>Monitor the impact on learning and adjust curriculum planning.</b>	Mentoring and coaching of staff to monitor curriculum Implementation.	LT and AP	Ongoing	6 months: Documented evaluation of curriculum delivery.	● ● ●				
				12 months: Evidence of modifications to documented curriculum.	● ● ●				



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		To build teacher capacity through targeted Professional Learning						
<b>IMPROVEMENT INITIATIVE</b>		Building practice excellence						
<b>STRATEGIC PLAN TARGETS</b>		30% of students judged to be achieving A or B according to AUSVELS (Victorian Curriculum equivalent)						
<b>12 MONTH TARGETS</b>		38% of students judged to be achieving A or B in English according to AUSVELS (Victorian Curriculum equivalent) by the end of 2017 36% of students judged to be achieving A or B in Mathematics according to AUSVELS (Victorian Curriculum equivalent) by the end of 2017						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Building teacher capacity through targeted professional learning.</b>	Delivery of relevant Mathematics professional learning.	Maths Coordinator and Maths Team	Ongoing	6 months: Evidence of Mathematics professional learning in meeting schedule.	● ● ●			
				12 months: Evidence of Mathematics professional learning in meeting schedule.	● ● ●			
<b>Consistent implementation of agreed whole-school teaching and learning approaches.</b>	Implementation of the Curiosity and Powerful Learning framework  Mentoring, coaching and modelling of staff in the implementation of agreed Teaching and Learning practices.	LT and AP	Ongoing	6 months: Attended Curiosity and Powerful Learning PD and relay relevant messages to staff.	● ● ●			
				Documented lesson study involving the AP and LT.				
				12 months: Document involvement, learning and modifications to teaching and learning through the Curiosity and Powerful Learning framework.	● ● ●			
<b>Collaborate within and across professional learning teams to ensure consistency of curriculum delivery.</b>	Leadership team represented in all planning sessions.	AP and LT	Weekly	6 months: Planning documentation reflects consistency across the school.	● ● ●			
				12 months: Effective team planning.	● ● ●			
<b>Enhance feedback on learning to students and staff.</b>	Develop teaching and learning protocols including feedback.	LT	Term 3	6 months: Draft teaching and learning protocols developed.	● ● ●			
				12 months: Teachers utilise feedback protocols to enhance learning.	● ● ●			



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		To Strengthen the wellbeing culture through a focus on positive education and a growth mindset						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		Setting expectations and promoting inclusion						
<b>STRATEGIC PLAN TARGETS</b>		By 2019, mean scores achieved in the Student Attitudes to School survey will be; Student Safety 4.42 and Student Moral 5.75						
<b>12 MONTH TARGETS</b>		Student Safety to reach a mean score of 3.85 in the Student Attitudes to School survey Student Moral to reach a mean score of 5.72 in the Student Attitudes to School survey						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>To implement and communicate the updated school values.</b>	Communicate the establishment of new school values via COMPASS, the school newsletter and Monday assemblies.	Wellbeing team	End of Term 1	6 months: New School values have been communicated	● ● ●			
				12 months: N/A	● ● ●			
<b>To implement the KidsMatter framework.</b>	Through the KidsMatter framework establish priority areas for future focus. Work through the selected module including conducting staff Professional Learning.	Wellbeing team	Ongoing	6 months: Establish Priority area for 2017 and work towards achieving the components of that module.	● ● ●			
				12 months: Complete all components of the selected module including staff professional development.	● ● ●			
<b>To investigate SEL teaching models eg Jigsaw.</b>	Research and compare at least 4 SEL programs and make recommendations to the Leadership team based on a documented evaluation and comparison of the programs.	Wellbeing team	Ongoing	6 months: Research is underway on SEL programs and a comparison document has begun.	● ● ●			
				12 months: Recommendations for a SEL program to be undertaken in 2018 are presented to the school leadership team.	● ● ●			



# 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>Considerations for 2018:</b>				

