

Annual Implementation Plan: for Improving Student Outcomes

School name: **Templestowe Heights Primary**

Year: **2017**

School number: 5004

Based on strategic plan: 3rd of 4 years

Endorsement:

Principal **Rhys Coulson** 23/02/17

Senior Education Improvement Leader **Mark Flack** 23/02/2017

School council **Janene Hansford** 23/02/17

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 learning outcomes in Literacy and Numeracy across the school with a particular focus on high quality instructional practice To ensure students are supported and engaged in a stimulating learning environment that connects them to the school yard To ensure students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and others. 	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.

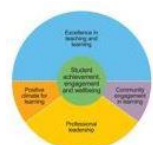
Comparable results from 2016 *Attitudes to School, Parent Opinion Survey and Staff Opinion Survey* indicate strong positive growth in all areas. These results are key indicators that the school is setting itself up for success, and has set the conditions for a supportive and effective learning environment.

Relative student growth in NAPLAN is below in *reading, writing and grammar & punctuation*. The focus for 2017 will be centred on strengthening the pedagogies, assessment practices, curriculum initiatives and the development of teacher capacity that commenced throughout 2016, and are aligned to the overarching goals of the school's four year strategic plan. Further embedding the school's agreed instructional model, viable reading/writing curriculum, cycle of continuous assessment and utilising the establishment of professional learning communities will be the focus of adding greater value to learning outcomes throughout the school.

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"> Develop an agreed instructional model across the school that ensures: <ul style="list-style-type: none"> The gathering of student feedback to inform teaching Explicitly stated learning intentions Clearly identified and stated success criteria to ensure that students can articulate what and why they are learning



	<ul style="list-style-type: none"> • Expand unit teams to develop Professional Learning Teams (PLT) that builds staff and leadership capability and a commitment to the learning of every student
Curriculum planning and Assessment	<ul style="list-style-type: none"> • Develop curriculum documentation that is underpinned by learning continuums that go across year levels and enables teachers to plot and discuss student progress • Embed an agreed whole school approach to reading and writing that addressed the learning needs of all students
Positive climate for learning	<ul style="list-style-type: none"> • Embed a whole school approach to wellbeing utilising the KidsMatter and You Can Do It programs



Framework for Improving Student Outcomes

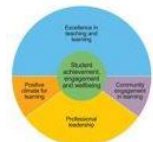
Published: February 2016



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.

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				12 months: <ul style="list-style-type: none"> Top quartile or academic emphasis and collective focus on student learning (Staff Opinion Survey) Positive growth in instructional practice staff survey (Marzano) 100% of staff to be able to articulate the phases of the instructional model 100% of weekly work programs identify phases of model 					<ul style="list-style-type: none"> Staff PL sessions (book club, instructional coaches and peer obs) Weekly work programs identify phases of model 2 rounds of peer coaching, including data collection 																																													



	<ul style="list-style-type: none"> - Develop consistencies of practice for the school's agreed spelling program, writer's notebook and maths zones 	SIT	Feb-Nov	<p>6 months:</p> <ul style="list-style-type: none"> - Planning template for spelling and maths zones - SIT and PLC meeting minutes - Weekly writing planner, evidenced with role of teacher 		<ul style="list-style-type: none"> - Documented new ZPD pre/post assessment tools - Establish expectations for the learner and teacher for Writer's Notebook 		
				<p>12 months:</p> <ul style="list-style-type: none"> - Top quartile or academic emphasis and collective focus on student learning (Staff Opinion Survey) - Positive growth in instructional practice staff survey (Marzano) - Weekly planning documents 	● ● ●	<ul style="list-style-type: none"> - Agreed expectations amongst the elements of the spelling sessions and writer's notebook - Spelling Program, Writer's Notebook and Maths consistent practices found in <i>Teaching & Learning at THPS</i> document 		
<p>Expand unit teams to develop Professional Learning Teams (PLT) that builds staff and leadership capability and a commitment to the learning of every student</p>	<ul style="list-style-type: none"> - Develop leadership capability of middle leaders. 	Rhys	Feb-Nov	<p>6 months:</p> <ul style="list-style-type: none"> - Embedding stage of PLC capacity matrix for <i>Empowering students & building school pride</i> and <i>Data used to focus and drive collaborative improvement & evaluate impact on learning.</i> 	● ● ●	<ul style="list-style-type: none"> - Support through leadership coaches and participation in post graduate courses. - FISO Network - Mentoring from Rhys and Andrew 		
	<ul style="list-style-type: none"> - Establish School Improvement Team, including role clarity. 	Rhys	Feb	<ul style="list-style-type: none"> - SIT Success Criteria 		<ul style="list-style-type: none"> - Purpose, goals and strategies for the <i>STEM, Student Voice & Wellbeing</i> and <i>Assessment</i> committees developed and documented 		
	<ul style="list-style-type: none"> - Expansion of SIT, with the development of three new committees to focus on key actions. 	Rhys	Feb	<ul style="list-style-type: none"> - Committee meetings and action plan 				
	<ul style="list-style-type: none"> - Establish fulltime literacy intervention/enrichment role 	Rhys and Lisa Clark	Feb	<p>12 months:</p> <ul style="list-style-type: none"> - Top quartile for <i>collective efficacy, trust in staff</i> and <i>shared responsibility</i> (Staff Opinion Survey) - Excelling stage of PLC capacity matrix for the domains of <i>Curriculum planning & assessment</i> and <i>building practice excellence.</i> - Top quartile <i>School connectedness, Student motivation</i> and <i>Stimulating learning</i> (Parent Opinion survey) 	● ● ●	<ul style="list-style-type: none"> - STEM scope and sequence document - F-6 coding curriculum document - Professional development sessions hosted by committee members (i.e. teckie breakies) - Literacy intervention/EAL document 		



Section 2: Improvement Initiative

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12 MONTH TARGETS	<ul style="list-style-type: none"> Upper 25% for Collective Efficacy, Teacher Collaboration and Guaranteed & Viable Curriculum (Staff Opinion Survey) in 2016 all were in middle 50% (with the exception of GVC which was top 25%) <ul style="list-style-type: none"> Above state mean for Teaching & Learning components of Attitudes to School Survey <table border="1" data-bbox="566 527 1855 762"> <thead> <tr> <th colspan="3">Attitudes to School Survey</th> <th colspan="3">Staff Opinion Survey</th> </tr> <tr> <th></th> <th>2016 score</th> <th>2017 target</th> <th></th> <th>2016 score</th> <th>2017 target</th> </tr> </thead> <tbody> <tr> <td>Student Relationships</td> <td></td> <td></td> <td>Wellbeing</td> <td></td> <td></td> </tr> <tr> <td>Classroom behaviour</td> <td>3.17</td> <td>3.40</td> <td>Student distress</td> <td>5.93</td> <td>5.97</td> </tr> <tr> <td>Connectedness to peers</td> <td>4.27</td> <td>4.40</td> <td>Student morale</td> <td>5.65</td> <td>5.75</td> </tr> <tr> <td>Student safety</td> <td>4.47</td> <td>4.60</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Attitudes to School Survey			Staff Opinion Survey				2016 score	2017 target		2016 score	2017 target	Student Relationships			Wellbeing			Classroom behaviour	3.17	3.40	Student distress	5.93	5.97	Connectedness to peers	4.27	4.40	Student morale	5.65	5.75	Student safety	4.47	4.60			
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Develop curriculum documentation that is underpinned by learning continuums that go across year levels and enables teachers to plot and discuss student progress	<ul style="list-style-type: none"> Establish a whole-school data tracking pro-forma, that allows teachers to identify each child's point of need and that follows the child throughout their time at THPS. 	Assessment committee	Sept	6 months: <ul style="list-style-type: none"> Drafted data-tracking document 	● ● ●	<ul style="list-style-type: none"> Develop common understandings of assessment practices with Fountas & Pennell and PAT-Maths. Establishment of a STEM and Assessment committees with established roles, purpose and action plan. Professional development days, including 3 sessions per term with literacy coaches to plan reading GVC, during PLC planning meetings Biannual THPS scope & sequence drafted version, found in <i>Teaching & Learning at THPS</i> document 																																						
	<ul style="list-style-type: none"> Develop and Implement new Assessment and Reporting program Develop whole-school proficiency scales of key reading comprehension skills Develop a Digital Technologies scope and sequence that focuses on establishing a coding curriculum. 	Assessment committee Chris, Mary and PLCs STEM committee	June Nov Nov	<ul style="list-style-type: none"> SAEKO <i>Assessment & Reporting</i> software program uploaded onto all teaching staff PCs. Completion of three proficiency scales (Independent reading, Summarising and Questioning) Spelling Program and Numeracy consistent practices found in <i>Teaching & Learning at THPS</i> document Literacy, Numeracy and semester 1 integrated curriculum units aligned to Vic Curriculum 	● ● ●																																							
<ul style="list-style-type: none"> Align integrated units of inquiry to Victorian Curriculum 	SIT/PLCs	Nov	12 months: <ul style="list-style-type: none"> Top quartile for Collective Efficacy and <i>Teacher Collaboration</i> (Staff opinion survey) Staff using new Assessment and Reporting suite for end of year reports Teaching staff using template for end of year reporting and handover STEM scope and sequence document 	● ● ●	<ul style="list-style-type: none"> Digital Technology scope and sequence curriculum document F-6 coding curriculum drafted and documented THPS F-6 Reading curriculum documentation, found in <i>Teaching & Learning at THPS</i> document 																																							



				- Top quartile for <i>Guaranteed & Viable Curriculum</i> (Staff opinion survey)				
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Section 3: Other Improvement Model Dimensions

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IMPROVEMENT INITIATIVE		Positive climate for learning																																																		
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[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - 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]																																														
Develop school based feedback mechanisms to monitor student wellbeing, staff organizational health and parent satisfaction.	<ul style="list-style-type: none"> Creation of parent and student survey (survey monkey) to monitor and measure the impact of the school's programs Establish staff/student wellbeing agenda item for weekly staff briefing and PLC weekly meetings Develop staff feedback instrument that measures parent/staff perceptions of the school's learning environment, linked to Marzano's high reliability school framework Embed weekly lunch time forums for students and Principal Embed biweekly student voice meetings (junior school council and environmental leaders) into timetable 	Wellbeing committee	May	6 months: <ul style="list-style-type: none"> Documented agendas for PLC and staff meetings 50% of families completed survey Feedback from survey monkey and weekly lunches Semester 1 timetable 	● ● ●	<ul style="list-style-type: none"> Fortnightly meetings with Student wellbeing committee members and Junior School Councillors to discuss Creation of survey monkey Reviewed feedback from survey, areas for growth? Areas for celebration? Establish Principal's lunch for weekly high flyer awards Provide additional APT for allocated teacher to facilitate biweekly meetings 																																														
		Rhys	Feb	12 months: <ul style="list-style-type: none"> Top quartile for <i>Social Skills</i> and third quartile for <i>Student Safety</i> (Parent Opinion Survey) 	● ● ●																																															
		Andrew and Dina	Feb	12 months: <ul style="list-style-type: none"> Above state mean for <i>Student Distress</i>, <i>Student Moral</i> (Wellbeing), <i>Learning Confidence</i> and <i>Teacher Empathy</i> (Teaching and Learning) from Attitudes to School Survey. 																																																
Embed a whole school approach to wellbeing utilizing the KidsMatter	<ul style="list-style-type: none"> Revise how the school's YCDI program is being implemented, 	wellbeing committee	Feb	6 months: <ul style="list-style-type: none"> Roles and Responsibilities of Student Voice & Wellbeing committee 	● ● ●	<ul style="list-style-type: none"> Establish committee, clearly defined roles and an action plan 																																														



and You Can Do It programs	<p>through the establishment of the wellbeing committee</p> <ul style="list-style-type: none"> - Review and implement third component of Kids Matter framework - Continue extra-curricular lunch time programs - Establish a <i>Curiosity</i> hour with year 5/6 students 	All staff 5/6 PLC	Jul-Nov Feb Apr	<ul style="list-style-type: none"> - 50% completion of Kids Matter module 3 compliance document - Lunch time program time table - Questions from ATS March and August 		<ul style="list-style-type: none"> - Kids Matter network participation - Kids Matter PD sessions - Parent information evenings - Encourage staff by not allocating extra yard duty sessions - Create a process to seek feedback on what students are curious about, collate data and determine areas of concepts to deliver 4-5 week teaching unit. - Establish purpose and expectations of curiosity hour. 		
				<p>12 months:</p> <ul style="list-style-type: none"> - 100% completion of Kids Matter module 3 compliance document - Top quartile for <i>Stimulating Learning, Extra-Curricula</i> and <i>Student Motivation</i> (Parent Opinion Survey) - Above state mean for <i>Student Distress, Student Moral (Wellbeing), Learning Confidence</i> and <i>Teacher Empathy</i> (Teaching and Learning) from Attitudes to School Survey. 	● ● ●			



