

Annual Implementation Plan: for Improving Student Outcomes

School name: Mill Park Primary School

School number: 5160

Endorsement:

Principal Lu Alessi 08/03/2017

School council Darren Symes 08/03/2017

Year: 2017

Based on strategic plan: 2015-2018



Senior Education Improvement Leader David Kilmartin 08/03/2017

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 build the capacity of teachers to understand how assessment informs student learning Continue to develop a culture of ongoing improvement To improve student engagement within their learning To engage students in becoming responsible for their own learning To cooperatively develop specific school values and embed them into everyday language and practice To ensure all students have a smooth, planned and logical progression through the stages of learning To develop a professional learning planner that supports continuous improvement and demonstrates growth in the Staff Climate Survey 	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:

Following the review of student achievement data, the first year of the Strategic Plan, the 2015 AIP and the development of school-wide protocols for teaching and learning, it has become evident that the school's continuous improvement journey should continue. The focus on *Excellence in Teaching and Learning* would encompass a consistent and scaffolded approach from Foundation to Year 6, curriculum planning to reflect the developmental stages of the Victorian Curriculum, school wide and timely assessment tasks, as well as a rigorous Peer Observation program. The development of a differentiated curriculum to more adequately meet the needs of our students will form the focus and significant professional learning for the year.

Key improvement strategies (KIS)

Improvement initiative:	Key improvement strategies (KIS)
Building Practice Excellence	<ul style="list-style-type: none"> Build consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance Develop a focus on differentiating the curriculum across all year levels and curriculum areas, with effectiveness measured through achievement data and feedback from surveys Through the Peer Observation Program organise and resource for staff to collaborate with and receive feedback from colleagues in order to improve their practice Professional learning to focus on improving student learning, with effectiveness measured through the impact on student outcomes over time Develop an understanding that professional learning happens in a teacher's daily work, and not just outside of class time, resulting in a work-embedded culture of professional learning and collaboration
Curriculum Planning and Assessment	<ul style="list-style-type: none"> Differentiate lesson plans to accommodate a range of needs and abilities in each classroom Continue to develop data literacy, including the ability to understand, interpret and analyse a range of data Compare and triangulate available student outcome data Plan for consistency in moderation of student assessment Create common assessment tools to enable teacher moderation Modify student individual learning plans based on assessment results Develop rigorous self and peer assessment expectations for all students

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 build the capacity of teachers to understand how assessment informs student learning Continue to develop a culture of ongoing improvement 						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> IMPROVE THE QUALITY OF OUR TEACHING 						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> By 2018, to increase the percentage of students achieving above the expected levels in Teacher Judgements by 10% within each year level All students to demonstrate growth of one year in all domains of English and Mathematics NAPLAN: Year 3 to be at or above the state mean in English and Mathematics; Year 5 to match the state mean 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Students below expected level to increase achievement by 10% Students at expected level to increase achievement by 10% Students above expected level to increase achievement by 10% All students to demonstrate growth of one year in all domains of English and Mathematics. Year 3 NAPLAN to be at or above the state mean in English and Mathematics Year 5 NAPLAN to match the state mean in English and Mathematics 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
						Estimate	YTD	
Building Practice Excellence	<ul style="list-style-type: none"> Implement FISO principles and guidelines in all aspects of the learning program Continue to develop a work-embedded culture of professional learning and collaboration Identify, document and implement key strategies for the development of a comprehensive STEM curriculum Continue to develop a vertical curriculum, with a focus on STEM 	All teachers Curriculum Committee	June	6 months: Evidence of FISO initiative at all levels Evidence of consistent and scaffolded approach to the teaching of English, Mathematics and STEM across the school Curriculum planning reflects understanding of the Victorian Curriculum and the developmental stages of students Digital technology supports and complements student learning and engagement Year Level teams to develop PDP goals linked to the AIP Protocols for Teaching and Learning implemented school-wide	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			December	12 months: FISO initiative fully implemented at all levels A consistent and scaffolded approach to the teaching of English, Mathematics and STEM across the school Curriculum planning reflects understanding of the Victorian Curriculum and the developmental stages of students Digital technology supports and complements student learning and engagement Provision of parent education programs across all year levels Year Level teams to develop PDP goals linked to the AIP Protocols for Teaching and Learning implemented school-wide Principles of Learning and Teaching (PoLT) survey	● ● ●			



				conducted with all students to provide feedback to all teachers				
<ul style="list-style-type: none"> Continue to build consistency and quality of teaching practice and assessment Continue to develop rigorous self and peer assessment expectations for all students and provide extension and intervention programs in English and Mathematics Continue to develop data literacy, including the ability to understand, interpret and analyse a range of data, including comparing and triangulating available student outcome data Continue to plan for consistency in moderation of student assessment, and create common assessment tools to enable teacher moderation Implement the school wide Assessment Schedule to ensure the consistency of data and- inform teaching 	All teachers	June	6 months: Accurate and timely data used to inform teaching Curriculum planning linked to needs of students Common assessment tasks are identified	● ● ●				
	Curriculum Committee	December	12 months: Formalised process and criteria to identify students to be involved in extension and intervention programs All teachers implementing the school wide Assessment Schedule, including STEM Differentiation is evident in teacher and year level planning documentation Explicit use of peer and self-assessment documented in work programs. Students demonstrate developing capacity for effective peer and self-assessment. Evidence of professional learning incorporated into planning documents	● ● ●				
	All teachers							
	Leadership Team	June	6 months: Student achievement growth from Semester 2, 2016 to end of Semester 1, 2017 Continue to implement the Education Support Group (ESG) process for students requiring additional support or extension with their learning Continue to implement the Program for Students with Disabilities (PSD) ensuring individual students reach their potential	● ● ●				
	All teachers	December	12 months: Improvement in student growth from Semester 2, 2016 with end of Semester 1, 2017, and with Semester 2, 2017 Evidence of one year's growth in English and Mathematics	● ● ●				
<ul style="list-style-type: none"> Lower instances of in-school variation in student performance Professional learning to continue to focus on improving student learning, with effectiveness measured through the impact on student outcomes over time Consolidate the implementation of SMART goals, including learning intentions and success criteria Continue to use a range of data and feedback to evaluate student progress and the impact of teaching 	All teachers	June	6 months: Professional development planner targets exemplary instructional practice, with a focus on the differentiated curriculum	● ● ●				
		December	12 months: Use of accurate and timely data to inform teaching Curriculum planning linked to needs of students Common assessment tasks are identified and shared with students	● ● ●				



	<ul style="list-style-type: none"> Through the Peer Observation Program continue to organise for staff to collaborate with and receive feedback from colleagues in order to improve their practice Continue to implement the Victorian Curriculum into all facets of planning, implementation and assessment 	Leadership Team	June	6 months: All teachers identify focus for Professional Observations Expectations for Teacher Reflective Journals made clear	● ● ●			
			December	12 months: All teachers participate in Professional Observations throughout the year Teacher Reflective Journals inform good instructional practice across all areas of curriculum	● ● ●			

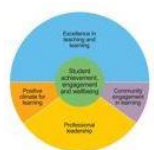


Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve student engagement within their learning To engage students in becoming responsible for their own learning 						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> IMPROVE STUDENT ENGAGEMENT IN THEIR LEARNING 						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> All variables related to Teaching and Learning on the Students Attitudes to School Survey to be 4.5 or above. By 2018, reduce the average student absence F-6 by 1 day. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> All components of Teaching and Learning of the Attitudes to School Survey to be at 4.5 Reduce the average student absences by 1 day across all year levels 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Student engagement in their wellbeing and learning	<ul style="list-style-type: none"> Continue to enhance student wellbeing so that all students are engaged and connected to school and their peers Health and Wellbeing to be incorporated into the Curriculum Team's agenda to coordinate stages and processes involved in becoming a health promoting school Explore current Health and Wellbeing practices and priorities within the school as well as relevant school data to inform selected health priorities 	All teachers	June	6 months: Selected two health priorities chosen and embedded in the whole school curriculum School attendance data demonstrating improvement from Semester 1, 2016 Discipline data decreased from Semester 1, 2016	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
		Curriculum Committee	December	12 months: Student Attitude to School survey targets around 'the variables teacher effectiveness' and 'stimulating learning' to remain above 4.5 and 4.3 respectively Improvement in school attendance data from 2016 Decrease in discipline data entries from 2016	● ● ●			
	<ul style="list-style-type: none"> Continue to provide authentic opportunities for student voice in learning and assessment Continue to maximise the use of technology in exploring, sharing and showcasing student learning Develop a curriculum planning model which seeks input from students Implement interactive learning strategies in all areas of the curriculum and promote curiosity through STEM and digital technologies Build opportunities for sharing expectations of students' learning through cross observations, i.e. primary - secondary; kinder - primary; and year levels through the school Explore strategies for differentiating students' interests as a means of building relationships Multiage clubs at lunchtime Implement the Gifted and Talented Students program (Bright Futures) 	All teachers	June	6 months: Use of Higher Order Thinking strategies to build capacity in our students to become proficient 21 st Century learners Digital technologies are embedded across all areas of the curriculum reviewed termly across the school Data from the Principles of Learning and Teaching (PoLT) Survey informs future goals for teaching and learning	● ● ●			
		Curriculum Committee	December	12 months: Clearly documented evidence of a differentiated curriculum in teacher planning and practice Improvement in Attitudes to School overall data from 2016 Documented Gifted and Talented Students program Participation rates at school wide Expo Evidence of a negotiated curriculum, particularly in the Middle Years Improvement in student feedback data via PoLT, Class Surveys and Attitudes to School Participation rates in school-wide Expos	● ● ●			
		Transition Coordinator						
		Clubs Coordinator						
		BF Teacher						



	<ul style="list-style-type: none"> Implement a school wide Expo to showcase students' learning 	All teachers						
	<ul style="list-style-type: none"> Continue to develop a vision of students as active participants in their learning Continue to differentiate and personalise learning with the support of technologies Continue to document student learning journeys through digital technologies Consolidate setting and termly reviews of SMART goals by students Continue to build strong relationships within classrooms, across year levels, PLTs and the whole school Maintain and expand good practices that encourage student attendance Continue monitoring attendance and presenting attendance awards Continue with self-assessment and rubrics 	All teachers	June	6 months: Student Voice data sought through a range of reflection tools, including PoLT, self and peer assessments	● ● ●			
		Attendance Coordinator	December	12 months: Successful implementation of Student Action Teams in the Middle Years Documented evidence of a differentiated curriculum Reduced absenteeism across all year levels by 1 day Presentation of attendance awards at assembly data Reduced discipline entries across all year levels, PLT and whole school	● ● ●			

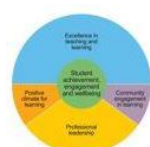


Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To cooperatively develop specific school values and embed them into everyday language and practice. To ensure all students have a smooth, planned and logical progression through the stages of learning. 							
OTHER IMPROVEMENT MODEL DIMENSIONS	<ul style="list-style-type: none"> EMBED THE SCHOOL VALUES INTO ALL ASPECTS OF PRACTICE 							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> By 2018 develop and promote behaviours and attitudes across the school community that support the achievement of 'personal best' and is reflected in the Attitudes to School, Parent Opinion and Staff Climate surveys. By 2018, the mean score for the Transitions variable in the Parent Opinion Survey will continue to trend up. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> Improved outcomes reflected in all components of the Attitudes to School, Parent Opinion and Staff Climate surveys. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
Embed school values into everyday language and practice	<ul style="list-style-type: none"> Develop a school wide sequential and engaging values program Consolidate agreed understandings of behaviours between various groups within the school and community Promote the school values within the school community Finalise the publishing of the school values across a broad range of media Implement the reviewed Student Engagement and Inclusion Policy Embed Child Safe Standards within the school and community Closely monitor individual student welfare needs Document a sequential F – 6 values program Identify engaging and developmentally appropriate learning tasks for each year level Provide appropriate and adequate resources to support the implementation of the values program Ongoing monitoring of student engagement and behaviour Seek feedback from students, teachers Implement all 7 Child Safe Standards in accordance with the timeline and action plan Provide a holistic approach to student welfare across the school 	Curriculum Committee Wellbeing Committee	June	<p>6 months: The Values Program F- 6 is embedded in the school culture Creation of a scaffolded Values Program School community informed about values and Agreed Behaviours through a variety of forums and media</p>	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Students have a smooth, planned and	<ul style="list-style-type: none"> Consolidate the school's transition programs 	Wellbeing Committee	June	<p>6 months: Feedback from the Foundation Parents' Enrolment Survey data Feedback from pre-schools and secondary colleges to drive</p>	● ● ●			



logical progression through the stages of learning	<ul style="list-style-type: none"> • Incorporate the- FiSH Philosophy into transition • Provide ongoing professional development related to the FiSH philosophy to complement the values program • Continue the implementation of the Student Leadership Program for student leaders • Implement the FiSH program and principles • Continue to investigate and monitor student opinion data with students • Provide students with peer-to-peer learning to further develop skills and values • Provide students with regular opportunities to have input into their learning • Values Scope and Sequence 	Principal	December	future improvement Provision of professional learning to introduce the FiSH philosophy embedded into the school program			
				12 months: Documented improvement measures for transition programs through use of Network resources The FiSH philosophy embedded into the school program Documented evidence of the Student Leadership Program implementation Improved behaviour management data across all Year Levels Improved communication through greater empowerment and more accountability for students to solve issues	● ● ●		
Gain accreditation for the <i>Healthy Together</i> Achievement Program	<ul style="list-style-type: none"> • Work towards achievement of physical activity and mental health and wellbeing benchmarks • Provide professional learning opportunities to staff members to implement a health promoting schools approach • Conduct a parent forum to engage them in the health promoting schools approach and health priorities • Incorporate mental health and wellbeing education into the curriculum • Schedule regular meetings to work towards achieving goals • Internal or external professional learning • Day and evening parent forum • Work with teaching staff to review and plan curriculum 	Welfare Officer	June	6 months: Curriculum team working together to enhance the schools commitment to health and wellbeing Resources are allocated to health promotion Mental health and wellbeing education is incorporated into the curriculum across a number of domains	● ● ●		
			December	12 months: Increased teacher capacity to understand how student health and wellbeing supports learning Consistent school wide implementation of Healthy Together Program Families have an understanding of whole school commitment to health and wellbeing and report being involved in the policy and practice Evaluation data of mental health and wellbeing education m across all year levels	● ● ●		



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:				

