

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Elsternwick Primary School**

Year: **2017**

School number: 2870

Based on strategic plan: 2013 - 2017

Endorsement:

Principal **Michael Portaro** 20.12.2016

Senior Education Improvement Leader Sarah Burns 20.12.2016

School council Scott Vickers-Willis 20.12.2016

## 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
<ul style="list-style-type: none"> <li>To improve Student Outcomes in Literacy and Numeracy.</li> <li>To improve the level of student engagement in their learning.</li> <li>To create a shared vision, which the whole community espouses and is committed to achieving.</li> </ul>

Improvement Priorities	Improvement Initiatives	✓
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	
<b>Professional leadership</b>	Building leadership teams	
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	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.

**Strategic Plan 2014 – 2017**  
 Elsternwick Primary School's Strategic Plan (2014 – 2017) has identified key areas for improvement:

- To improve student learning.
- To improve the level of student engagement in their learning.
- To build strong, trusting relationships characterised by clear communication and positive regard for one another.
- To create a shared vision which the whole community espouses and is committed to achieving.

**Initiative: Building Practice Excellence**

- This improvement initiative has been chosen as EPS recognises the importance of teaching and learning/practise in the classroom as being the single most important element for impact on student outcomes. Our purpose is to build caring and respectful relationships between school, students and families so that young people develop resilience and independence and feel safe, and confident to take risks in order to achieve personal excellence. Research shows that evidence based teaching strategies are likely to have the largest impact on student results. We utilise an evidentiary-based process to individualise the assessment of each young person so teachers can design meaningful and personalised learning experiences, recognising the unique learning needs of every child. Over the past 4 years our NAPLAN results in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy are for the most part above state-wide benchmarks. Consequently, we will continue to use NAPLAN relative growth targets from Years 3-5 to measure our school performance. Whole School implementation of the Fountas & Pinnell Benchmarking assessment. the teaching of spelling using Words Their Way and continued participation in a 3 year project with Melbourne University looking closely at Mathematics with the view to improve student outcomes further will continue.

**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)
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Building practice excellence	<ul style="list-style-type: none"><li>• An instructional model administered across all curriculum areas.</li><li>• Reputable teacher capability in the area of Digital Technologies.</li></ul>
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Framework for Improving Student Outcomes

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## 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 improve student outcomes in Literacy and Numeracy. To improve the level of student engagement in their learning. To create a shared vision, which the whole community espouses and is committed to achieving.						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		<p><b>Mathematics</b> To continue the relative growth of students in Numeracy (NAPLAN) so that low, medium and high groups achieve higher than the relative state-wide growth.</p> <p><b>English</b> To improve student spelling as measured by the (NAPLAN) relative growth scores of students between Years 3 and 5 to above the state-wide benchmark score. To continue to improve student writing as measured by the (NAPLAN) relative growth scores of students between Years 3 and 5 to above the state-wide benchmark score.</p>						
12 MONTH TARGETS		To improve student learning outcomes as measured by Mathematics Online Interview, Fountas and Pinnell Reading Benchmarking, Words their Way Spelling Testing						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Estimate	YTD
<p>An instructional model administered across all curriculum areas</p> <p><b>Building practice excellence:</b> Working together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff.</p>	<ul style="list-style-type: none"> <li>Identify a team of staff to attend the GANAG (Goal setting Accessing prior knowledge, New information, Applying Knowledge, Goal/Summary) consortium with Jane Pollock and develop an Elsterwick Primary School Instructional model.</li> </ul>	<p>Principal</p> <p>Acting Assistant Principal</p> <p>Leading Teachers</p> <p>Teachers from P-6</p> <p>Specialist</p> <p>ESO Staff</p>	<p>February and August</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>Staff complete a survey based on teacher capabilities in implementing instructional strategies.</li> <li>A process has been implemented that allows for the selection of staff members to attend the series of Professional Learning provided.</li> <li>Professional Learning is delivered to all staff after the Instructional Strategy Team have attended the GANAG consortium. Feedback to be obtained from all staff at the completion of the GANAG Professional Development sessions.</li> <li>Implement the language of the Instructional model as evident in EPS planning documentation.</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Data attendance</li> <li>Survey</li> <li>Feedback</li> <li>Planning Documentation</li> <li>Feedback</li> <li>Planning documents</li> </ul>	\$12 000 (14 Staff to attend)	



	<ul style="list-style-type: none"> <li>Attend University of Melbourne Network of Schools, providing professional development to staff and implementation of the goal "building the mathematical literacy and problem solving capabilities of students"</li> <li>Consultation, coaching and professional development with Kath Murdoch's Inquiry Approach</li> </ul>	<p>Success co-ordinator/ Maths Mentor/Coach</p> <p>Inquiry Leader &amp; Inquiry Team Leaders</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>The continuation (second year) of attending UMNOS. Professional Learning is delivered to all staff after the UMNOS Seminars focusing on 'building the Mathematical Literacy and problem solving capabilities.</li> <li>Development of planning documents using the Kath Murdoch Inquiry approach.</li> </ul>		<ul style="list-style-type: none"> <li>Feedback from Professional Learning</li> <li>Inquiry Planning Documentation</li> </ul>		
				<p>12 months:</p> <ul style="list-style-type: none"> <li>Performance and development plans are used to reflect a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons in line with the instructional model (Goal for PDP) for all teachers. PDP requiring teachers to film themselves, then reflect on their instructional strategies used.</li> <li>All aspects of teaching practice is evaluated to ensure the learning needs of students is met and evidenced in teacher work programs.</li> <li>Student assessment data is interpreted and used to diagnose barriers to learning and to challenge students to improve their performance.</li> <li>Staff plan for learning and assessment, develop learning programs, teach, assess, provide feedback on student learning and report to parents/carers on a regular basis and this is reflected weekly work programs.</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Mid cycle and end of cycle reviews</li> <li>Planning documents</li> <li>Online assessment data and evidence</li> <li>Planning documents</li> </ul>		
<p>Reputable teacher capability in the area of Digital Technologies</p> <p><b>Building practice excellence:</b> Working together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff.</p>	<ul style="list-style-type: none"> <li>Professional development pertaining to the Digital Technologies of the Victorian Curriculum</li> <li>Implementation of a pilot program using Kept Me - Digital Portfolios.</li> <li>Implementation of a pilot program that provides students with ways of providing feedback to staff using the Google suite.</li> <li>Using iPads as a support tool for documenting assessment, using the Google Drive suite</li> </ul>	<p>Principal</p> <p>Acting Assistant Principal</p> <p>Leading Teachers</p> <p>Teachers from P-6</p> <p>Specialist</p> <p>ESO Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>Explicit integration of Digital Technologies across all Victorian Curriculum domains to improve student learning as evident in their planning documentation and PDP.</li> <li>Professional Learning for all Staff, to investigate the software and iPads. Select and identify a Digital Technology Team.</li> <li>Staff PDP's are shown as evidence of documenting assessment, using the Google Drive suite</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Mid cycle and end of cycle reviews goal focus</li> <li>Planning documents</li> <li>Feedback</li> <li>Responses from the ePotential Capability Survey</li> </ul>	<p>Outsourced PD eg Coding \$2000.00</p> <p>Ipad Lease \$8000.00</p>	
				<p>12 months:</p> <ul style="list-style-type: none"> <li>All teaching staff to show growth in capability areas of the ePotential Capability Matrix.</li> <li>Students apply their Digital Technologies capabilities across a range of curriculum areas, and build their understanding of, and control over, Digital Technologies.</li> <li>Digital Portfolios are used in pilot classrooms to showcase evidence of learning, student goals, reflections and teacher feedback.</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Survey</li> <li>Feedback</li> <li>ePotential Capability Survey showing teacher growth</li> <li>Planning documents</li> <li>Programs on google docs</li> <li>Reflection blog</li> </ul>		



			<ul style="list-style-type: none"> <li>• A range of digital tools are used such as blogs, wikis, video, online highlighter, track changes, recorded voice feedback, video and online rubrics.</li> <li>• Whole School Instructional Model has Digital Technologies embedded across all curriculum areas.</li> </ul>				
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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	<b>Building practice excellence</b>	Yes	2 - Evolving	<p><b>Initial</b>  <i>Teachers work together to review and develop their practice. They observe and provide feedback to each other, and make links between students' progress data and their own professional learning needs.</i>  <i>Schools periodically review the effectiveness of teaching and learning programs, and use this information to plan appropriate professional learning.</i></p> <p><b>Seeking feedback</b>  <i>Schools have formal structures in place that allow for the seeking and receiving of regular feedback from experienced peers, such as mentoring arrangements.</i></p> <p>EPS target staff and have implemented mentoring/coaching in Mathematics and English. All teaching staff will be given the opportunity to participate in one mentoring/coaching session per semester.</p> <p>All staff members receive feedback in their initial, PDP mid cycle and end cycle reviews.</p> <p>We have a number of Graduates who participate in the VIT mentoring Program.</p> <p><b>Focused on student learning</b>  <i>Teachers use assessment information to evaluate and identify gaps in student learning following programs of teaching.</i></p> <p>The school has implemented an Assessment and Reporting Schedule (English &amp; Mathematics) where formal assessments take place during the school year. This schedule incorporates both formative and summative approaches which enable teachers to inform their instruction and differentiate their planning. Teachers triangulate assessment data to make judgements about student's academic achievements.</p> <p><b>Involving inquiry, practice and technique in collaboration with other teachers</b>  <i>Schools create time for teachers to collaborate to develop their evaluative skills i.e. in developing, implementing and evaluating approaches to assessment and teaching.</i>  <i>Teams monitor the impact of discrete teaching strategies on learning, and adapt teaching to advance students' progress.</i></p> <p>During weekly team planning sessions, facilitated by Leading Teachers, which have a fortnightly focus in English, Mathematics and Inquiry, teachers work collaboratively to plan teaching and learning foci for the next two weeks, they discuss instructional strategies to be implemented and this is reflected in team planning documentation.</p>



				<p><b>Extended opportunities for professional learning</b></p> <p><i>Schools periodically review the effectiveness of teaching and learning programs, and use the information to plan extended opportunities for teachers to develop new and improved capabilities. This includes reviewing actual changes in practice and how these are embedded and sustained following formal professional learning programs.</i></p> <p>Professional learning takes place in several forums at EPS. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Weekly Whole Staff Meetings facilitated by members of the Leadership team and external consultants.</li> <li>• School Improvement Teams (SIT), which are scheduled after school. The SIT teams are English, Mathematics, Digital Technologies and Student Well Being &amp; Engagement.</li> <li>• Weekly Team Planning meetings facilitated by Leading Teachers.</li> <li>• Team Leader meetings.</li> <li>• Curriculum Days.</li> <li>• External Professional Learning opportunities are provided to staff in areas that align to the goals in their Professional Development Plan (PDP).</li> </ul> <p><b>6 Months</b></p> <ul style="list-style-type: none"> <li>• PDP mid cycle review.</li> <li>• Mentoring &amp; Coaching feedback received termly on their personal goals as documented in reflective journals.</li> <li>• Weekly Plus/Delta feedback or Feedback station.</li> </ul> <p><b>12 Months</b></p> <ul style="list-style-type: none"> <li>• PDP end cycle review.</li> <li>• Mentoring &amp; Coaching feedback received termly on their personal goals as documented in reflective journals.</li> <li>• Weekly Plus/Delta feedback or Feedback station.</li> </ul>
	Curriculum planning and assessment	No	2 - Evolving	<p><b>Initial</b></p> <p><i>Teaching teams regularly update their knowledge of curriculum content and how to teach it effectively. They operate teams that research and plan teaching strategies based on the different ways that students think about specific content areas as well as student diversity in ability and in cultural, racial, ethnic and social backgrounds. The teams also observe, review and evaluate the effectiveness of different approaches. Teachers use appropriate formative and summative tools to evaluate student learning, to give frequent individual feedback, and to review and adjust goals with students and their families.</i></p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
	Evidence-based high impact teaching strategies	No	Select status	<p><b>Initial</b></p> <p><i>Teachers generally use high-impact teaching strategies, such as discussing learning goals and progress with students, designing structured lessons that review prior learning and introducing key objectives, designing group tasks around learning goals, and checking for students' understanding. Schools set aside time for teachers and instructional leaders to work together to understand and model effective teaching strategies.</i></p>



				<p><b>6 Months</b></p> <p><b>12 Months</b></p>
	Evaluating impact on learning	No	Select status	<p><b>Initial</b></p> <p><i>Teaching teams work together using assessment data to monitor students' learning and progress as part of regular lesson planning and review. This includes providing and adapting learning programs that involve student and parent/carer feedback to improve learning outcomes and meet the needs of all students. Schools share learnings within and between teaching teams and departments.</i></p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
	<b>Building leadership teams</b>	No	Select status	<p><b>Initial</b></p> <p><i>Leaders organise or lead professional learning, using their instructional expertise. Role descriptions for Leading Teachers and experienced teachers clearly reflect their leadership roles in facilitating professional learning and capacity building in the school. Leaders connect new teachers with experienced peers for support and coaching. They encourage teachers to try out new approaches and to learn from them. Leaders model and reinforce high standards for interactions across the school community, and create an environment that protects instructional time.</i></p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
<b>Professional leadership</b>	Instructional and shared leadership	No	Select status	<p><b>Initial</b></p> <p><i>Leaders designate specific time for teacher's collaboration that focusses on assessing student learning and developing effective instruction. They ensure that the skills and knowledge of teaching teachers are developed, measured and shared. Leaders use student data throughout the year to monitor the effectiveness of the schools curricular, instructional and assessment practices.</i></p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
	Strategic resource management	No	Select status	<p><b>Initial</b></p> <p><i>Leaders assess the learning goals of the school, and the effort required to achieve them, to determine how to allocate resources. They recruit personnel and change roles and responsibilities of current personnel to best meet the school's objectives. Leaders also direct necessary resources towards ensuring these learning goals can be successfully met. Leaders publically celebrate the successes of the school.</i></p> <p><b>6 Months</b></p>



<b>Positive climate for learning</b>				<b>12 Months</b>
	Vision, values and culture	No	Select status	<p><b>Initial</b></p> <p><i>Leaders lead and further refine the development of the school vision and values. They use these as a guide together with school performance data, to inform learning and improvement goals, in consultation with teachers. They clearly illustrate how the goals should impact on teaching and learning practices in the school.</i></p> <p><i>All teachers can explain the school's learning goals.</i></p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
	<b>Empowering students and building school pride</b>	No	Select status	<p><b>Initial</b></p> <p><i>Schools build positive relationships with students, and set high expectations for their learning – including encouraging students to set their own learning goals. Students can influence school policies and programs of learning through formal processes such as opinion surveys and student councils.</i></p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
	<b>Setting expectations and promoting inclusion</b>	No	Select status	<p><b>Initial</b></p> <p><i>Schools expect teachers to create a positive learning environment that promotes wellbeing and celebrates diversity. Schools develop teachers' positive behaviour management skills that help students to self-regulate. They have strategies to minimise and address disruptive behaviour.</i></p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
	Health and wellbeing	No	Select status	<p><b>Initial</b></p> <p><i>Schools integrate teaching on social and emotional health throughout the curriculum. They work with students and families to ensure a consistent and supportive approach to student wellbeing in the school and at home. These are reinforced through targeted teaching and skill development.</i></p> <p><i>Schools promote wellbeing programs run in the local community, including through use of school facilities.</i></p> <p><i>Schools enact their Occupational Health and Safety Policy.</i></p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
	Intellectual engagement and self-awareness	No	Select status	<p><b>Initial</b></p> <p><i>Teachers have high expectations and set targets for students, based on assessment of their learning needs. They support students to know the steps they need to take to reach these goals, and how they will see the progress they are making.</i></p> <p><i>Schools work towards a positive and respectful learning environment. Schools have in-school, project-based initiatives to support students at risk of disengagement.</i></p>



<b>Community engagement in learning</b>				<b>6 Months</b> <b>12 Months</b>
	<b>Building communities</b>	No	Select status	<b>Initial</b> <i>Schools discuss with parents/carers their respective roles in their children's education, including information events and parent teacher conferences. They create effective communication channels, and identify barriers to parental engagement.</i>  <b>6 Months</b> <b>12 Months</b>
	Global citizenship	No	Select status	<b>Initial</b> <i>Schools create opportunities for students to regularly engage with young people from other cultures, and develop inclusive values and perspectives. Programs involve students learning from international students about their respective cultures.</i>  <b>6 Months</b> <b>12 Months</b>
	Networks with schools, services and agencies	No	Select status	<b>Initial</b> <i>Schools discuss with parents/carers their respective roles in their children's education, including information events and parent teacher conferences. They create effective communication channels, and identify barriers to parental engagement.</i>  <b>6 Months</b> <b>12 Months</b>
	Parents and carers as partners	No	Select status	<b>Initial</b> <i>Schools discuss with parents/carers their respective roles in their children's education, including information events and parent teacher conferences. They create effective communication channels, and identify barriers to parental engagement.</i>  <b>6 Months</b> <b>12 Months</b>

**Reflective comments:**

**Confidential cohorts analysis:**

There are 12 PSD students at EPS. Each student has an individual Educational Plan and termly goals are set. These goals are either academic or social goals. In implementing the IEP's, teachers write students entry skills and implementation strategies. A student support group meeting will then be held with the parents of the student, and the teacher will comment on the actual performance, and if the student's goals are met.

The school will work closely with 'Positive Partnerships' to upskill teachers who have ASD/PSD funded students.

Students who have been identified from our student achievement data in English and Mathematics that are working 6 months below and 12 months above the expected level will have an Individual Education Plan (IEP) from their classroom



teacher. Student Support Meetings will also be held termly with parents to discuss goals set on the IEP. Teams will plan the delivery of the curriculum collaboratively to suit the individual needs of all students and use a differentiated approach.

**Next Steps:**

