

Annual Implementation Plan: for Improving Student Outcomes

School name: McKinnon Primary School

Year: 2017

School number: 4366

Based on strategic plan: 2015-2018

Endorsement:

Principal: Simone Eirth [20 February 2017]

Senior Education Improvement Leader: Stuart Andrews [20 February 2017]

School council: Carly Griffen [20 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	Improvement Priorities	Improvement Initiatives	✓
<p>Achievement:</p> <ul style="list-style-type: none"> To optimise student learning outcomes across the school particularly in English and Mathematics. To embed the cultural and international approach to teaching of Mandarin language and cross-curriculum Priorities of the Victorian Curriculum across the school. <p>Engagement:</p> <ul style="list-style-type: none"> To improve student engagement levels in all areas of the curriculum. Engage students through the trans disciplinary approach of the PYP framework and Cross Curriculum Priorities (Aboriginal and Torres Strait Islander History and Cultures, Asia and Australia's Engagement with Asia and Sustainability) of the National Curriculum with particular emphasis on Science. <p>Wellbeing:</p> <ul style="list-style-type: none"> To provide a supportive, safe and stimulating environment for all students. <p>Productivity:</p> <ul style="list-style-type: none"> To ensure that all school resources (physical, financial and human) are directed to maximising students' performance levels. 	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.

Curriculum planning and assessment has been identified as the key area for improvement. Following the evaluation of the 2016 Annual Implementation Plan, it was identified that despite strong student data, there was not an agreed 'school wide' approach to the teaching of Reading, Spelling and Mathematics. This in turn results in inconsistent curriculum planning and assessment practices across Foundation to Year 6.

Empowering students and building school pride is another initiative that is a focus of the current Strategic Plan. The continued implementation of positive psychology strategies to enhance students' academic performance and wellbeing should result in improvement in student resilience and personal and interpersonal skills, with strong links to the Learner Profiles and the PYP Attitudes.

Addressing the initiative of **Building leadership teams**, the continued focus of capacity building our middle level leaders to drive the school's improvement agenda, will enable us to lead professional learning teams more effectively and in turn deliver greater consistency in curriculum planning and assessment practices to maximise student learning gains.

Key improvement strategies (KIS)

Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	<ul style="list-style-type: none"> Develop McKinnon's best practice in Teaching and Learning of English and Mathematics, which support and extend all students on a personalised basis.
Empowering students and building school pride	<ul style="list-style-type: none"> Improve student resilience areas by implementing Positive Psychology strategies to enhance students' academic performance and wellbeing.
Building leadership teams	<ul style="list-style-type: none"> Build the leadership capacity to drive the school improvement agenda.



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 optimise student learning outcomes across the school particularly in English and Mathematics.							
IMPROVEMENT INITIATIVE	Curriculum planning and assessment							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Ensuring the majority of students will achieve 14 months growth in all areas of English and Mathematics in a calendar year based on Victorian Curriculum. <ul style="list-style-type: none"> Numeracy relative growth data to be 35% or above Reading relative growth data to be 26% high growth Writing relative growth data to be 32% growth 100% of Foundation Level (deemed capable) students reading at an accuracy level of 96% and above, at Level 7 with satisfactory comprehension. 100% of Level 1 students (deemed capable) reading at an accuracy level of 96% and above, at Level 17 with satisfactory comprehension. 100% of Level 2 students (deemed capable) reading at an accuracy level of 96% and above, at Level 22 with satisfactory comprehension. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> Year 3 Reading, 87% of students will be assessed at or above Band 4 compared to 2014 at 84%. (2016 – 87%) Year 5 Reading, 78% of students will be assessed at or above Band 6 compared to 2014 at 76%. (2016 – 75.7%) Year 3 Spelling, 91% of students will be assessed at or above Band 4 compared to 2014 at 76%. (2016 – 91%) Year 5 Spelling, 70% of students will be assessed at or above Band 6 compared to 2014 at 75%. (2016 – 63%) Year 3 Numeracy, 88% of students will be assessed at or above Band 4 compared to 2014 at 82%. (2016 – 88%) Year 5 Numeracy, 80% of students will be assessed at or above Band 6 compared to 2014 at 77%. (2016 – 77%) Year 3 Writing, 95% of students will be assessed at or above Band 4 compared to 2014 at 84%. (2016 – 95%) Year 5 Writing, 80 % of students will be assessed at or above Band 6 compared to 2014 at 75%. (2016 – 77%) 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[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 McKinnon's best practice in Teaching and Learning of English and Mathematics, which support and extend all students on a personalised basis.	Implementation of the 2017 Assessment Schedule , inclusive of assessments for, as and of learning, with data collated in the SPA portal for collaborative analysis, to support PLTs and level teams to identify student needs.	Data LT	Ongoing	6 months: Professional Learning (PL) session to familiarise staff with SPA and suite of assessment data outlined in assessment schedule. All Semester One assessment data to be uploaded to Student Performance Analyser (SPA). Semester One students reports based on triangulated assessment data.	● ● ●		4000	
				12 months: All Semester Two assessment data uploaded to SPA. Semester Two students reports based on assessment data. Growth of students tracked. Collaborative analysis of student cohort data in teams and across school.	● ● ●			



Published: February 2016



All students from Foundation to Year 6 to be assessed using the Single Word Spelling Test to determine growth from Term 4, 2016. This will measure the initial effect of the Structured Word Inquiry initiative to developing a school wide approach to the teaching of Spelling.	English LT, English PLT Data LT	Term 4	6 months: Review of 2016 data in teams. Students placed on Individual Learning Plans (ILPs) where identified	● ● ●			
			12 months: Implementation of the SWST for all year levels. SWST data uploaded to SPA. 12 month growth comparison completed. 12 month growth recorded.	● ● ●		350	
All teachers from Foundation to Year 6 will incorporate the use of our newly formed and aligned Writing Moderation Rubric 2017 . The moderation rubric will align with the Victorian Curriculum, Writing Scope & Sequence (UOI) & Naplan Rubric with the existing MCKPS Rubric.	English PLT Staff English LT	Ongoing	6 months: Writing sample to be completed (cold write). Moderation rubric attached to writing samples analysed. Team writing moderation complete Students placed on ILPs where identified Staff engage in across schools moderation	● ● ●			
			12 months: Writing moderation rubrics used to assess all students writing samples.	● ● ●	Students achieve AIP targets in teacher assessment and Naplan	700	
All teachers from Foundation to Year 6 will participate in regular Horizontal and Vertical team collaborative practices.	F-6	Ongoing	6 months: Team writing moderation sessions completed, one per term. Whole school writing moderations completed on per semester.	● ● ●			
			12 months: Team writing moderation sessions completed, one per term. Whole school writing moderations completed on per semester.	● ● ●	Students achieve AIP targets in teacher assessment and Naplan		
All teachers from Foundation to Year 6 will use the English Writing Planner to explicitly teach text structures and ensure consistency of practice across all teams.	English PLT	Ongoing	6 months: English term planners show evidence of text structure explicitly taught and differentiation to meet needs of students Whole school shared English planner.	● ● ●			
			12 months: English term planners show evidence of text structure explicitly taught and differentiation to meet needs of students Whole school shared English planner.	● ● ●	Students achieve AIP targets in teacher assessment and Naplan	4000	
All students from Foundation to Year 6 to be assessed using the PAT Maths Plus assessment to determine growth from Term 4, 2016. This will measure the initial effect of the use of consistent language in the teaching of Mathematics, developing a school wide approach to the teaching of Number. These results will be discussed at both Professional Learning sessions and Level Meetings.	Maths LT Maths PLT Data LT	Term 4	6 months: Teams analyse PAT Maths Plus data. Teams use PAT Maths Plus data to inform teaching. Dedicated Professional Learning session for PAT Maths Plus.	● ● ●			3444
			12 months: Teams analysis PAT Maths Plus data. Teams use PAT Maths Plus data to inform teaching. Dedicated Professional Learning session for PAT Maths Plus. Student growth is tracked through SPA and students placed on ILPs where identified	● ● ●			



All teachers from Foundation to Year 6 will collaboratively analyse of reading behaviours from Fountas and Pinnell assessments to inform differentiated instruction in Reading.	F - 6	Ongoing	6 months: Teams analysis Fountas and Pinnell data to inform their teaching. Running records as per assessment schedule recorded in SPA Reading groups established in each Home Group. Complete Fountas and Pinnell (F&P) assessment during Term 2. Compare growth for previous six months. Teachers use F&P higher order questioning structure to extend student thinking and comprehension of texts.	● ● ●		
			12 months: Use of Consultant Philip Holmes Smith to develop teachers capabilities to use spa to differentiate reading strategies and engage high achievers through question. Teams analysis Fountas and Pinnell data to inform their teaching. Reading groups established in each Home Group. Complete Fountas and Pinnell assessment during Term 2. Compare growth for previous six months. Staff use a range of thinking tools and higher order questioning techniques to extend students.	● ● ●		5000
Introduction of consistent instruction within Reading using the strategies and approaches of CAFÉ Reading .	F - 6	Ongoing	6 months: Staff are introduced to CAFÉ Reading. Professional Learning Team (PLT)Team visit school where CAFÉ is active and visible Strategies are visible in all classrooms Peer observation/coaching has commenced and is aligned with Performance and Development Plans (PDP) goals Staff trial CAFÉ Reading in their own classroom.	● ● ●		1000
			12 months: Staff have a greater understanding of CAFÉ Reading. Staff are confident in running CAFÉ Reading in their own classroom and supporting students to set learning goals based on strategies	● ● ●		4000
Level teams to document Structured Word Inquiry foci in their Unit of Inquiry planners, following the continuation of professional learning sessions and modelled sessions in 2017 with Julie Shepherd.	English LT	Ongoing	6 months: Evidence of Structured Word Inquiry in Unit of Inquiry planners. Professional Development session with Julie Shepherd.	● ● ●		1000
			12 months: Evidence of Structured Word Inquiry in Unit of Inquiry planners. Spelling data to meet AIP targets.	● ● ●		
Consistently use the language of George Booker's Teaching Primary Mathematics theory, to enhance students' learning growth in Number and to develop consistency in language across the school in the teaching of Mathematics. Introduce Jo Boaler's Mathematical Mindsets research, specific to the dimension of Number.	Maths LT	Ongoing	6 months: Continue to use Booker to guide Number planning. Evidence of Booker in Mathematics planning documents. Teaching teams complete and discuss professional readings Teachers develop knowledge of extension of students through the use of George bookers reading, Jo Boeler's maths mindsets and the use of Maths 300.	● ● ●		200



				Peer observation/coaching has commenced and is aligned with staff PDP				
				12 months: Introduce Jo Boaler's mathematical Mindsets to all staff. Evidence of Booker in Mathematics Planning documents.	● ● ●		5000	
	Identify & monitor all students deemed 'highly able'. Develop targeted professional learning to support teacher capacity building.	Teacher Teams	Ongoing	6 months: -Develop targeted professional development to enhance teacher capacity in meeting the needs of highly able students. -Identify & monitor all students deemed 'highly able'. 12 months: -Highly Able students identified and monitored -ILPs for Highly Able students evaluated and recommendations considered for 2018 -Data evaluated for improved NAPLAN high gain % and upper 2 NAPLAN Band growth and Low Gain and Lower Band growth reduced.	● ● ●		2000	
	Participate in Peer Coaching opportunities, connected to the goals of the AIP and PDP.	Peer Coaching Working Party Teachers	Ongoing	6 months: Staff have recorded a peer coaching focus linked to the AIP in their PDP. Staff have chosen a peer coach. 12 months: Staff complete further Professional Learning regarding Peer Coaching. Peer coaching completed by all staff. Evidence of peer coaching recorded in PDP	● ● ●		20000	



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To provide a supportive, safe and stimulating environment for all students. 						
IMPROVEMENT INITIATIVE		Empowering students and building school pride						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Ensure that Student Wellbeing question areas (particularly Student Morale) in the Students Attitudes to School Survey are above State means and improve annually. Parent Opinion Survey means in the overall school General Satisfaction are at or above State mean and improve annually. Student attendance levels for Foundation to Year 6 are above State wide levels. Staff satisfaction levels are at or above State mean and school results improve annually. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Student satisfaction levels in the Attitudes to School Survey will be at or above the 2016 score: <ul style="list-style-type: none"> Student Morale: 2016 – 5.56 Parent satisfaction levels in the Parent Opinion Survey will be at or above the 2016 score: <ul style="list-style-type: none"> General Satisfaction: 2016 – 16.6 Staff satisfaction levels for each module of the Staff Opinion Survey will be at or above the 2016 score: <ul style="list-style-type: none"> School Climate: 2016 – 71.57 School Leadership: 2016 – 61.00 School Staff safety and Wellbeing: 2016 – 58.84 Professional Learning: 2016 – 71.15 Teaching and Learning: 2016 – 78.22 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Improve student resilience areas by implementing Positive Psychology strategies to enhance students' academic performance and wellbeing.	Daily Circle Time and use of Restorative Practices to resolve disputes for all home groups (Foundation – Year 6).	Teachers	Ongoing	6 months: Circle time being used by all Home Groups. Staff use Restorative Practices to assist with disputes.	● ● ●		2000	
				12 months: Implement students led Circle Time. Students become more independent in solving social situations.				
	Students in Foundation to Year 2 to continue to embed the use of Kimochis and make connections to the PYP Learner Profile Attributes and foster their emotional intelligence and self-esteem.	Wellbeing PLT F-2 Teachers	Ongoing	6 months: Introduce Kimochi characters and link to PYP learner Profiles. Students are familiar with Kimochi characters/characteristics.	● ● ●			
				12 months: Students are able to make connections between Kimochi characters and PYP Learner Profiles.				
	Students in Year 3 – 6 to continue to articulate their VIA Character Strengths within the framework of the PYP and personal and social strands of the Victorian Curriculum and to strengthen relationships.	Wellbeing PLT Level Leaders 3-6 Teachers	Ongoing	6 months: Students understand what a growth mind set is. Evidence of character strengths in Unit of Inquiry planners. Circle time has a focus on Character Strengths and using the terminology.	● ● ●		1000	
				12 months: Students use the language and links to the PYP Learner Profiles. Character strengths incorporated into student goals.				



	Students and staff (along with parents) to continue to enact the School Wide Interactive Student Engagement and Behaviour Management approach, supported by Jenny Mackay.	Natalie Rose Level Leaders Wellbeing PLT	Ongoing	6 months: Implement behaviour management language and process within classrooms. Continue to work with Jenny Mackay to develop teachers capacity	● ● ●		5000	
				12 months: Teachers implement behaviour management strategies.	● ● ●			
	Develop and implement a new Student Leadership structure where all students are representative. Using student feedback to improve teaching and learning programs.	Wellbeing	Term 2	6 months: Seek feedback from staff on their views of the current Student Leadership model. Seek student feedback on their views of the current Student Leadership model. Modify current Student Leadership program based of feedback. Establishment of Student Representative Council (SRC). 12 months: Student leaders are active with the school. SRC is running successfully.	● ● ●			

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To ensure that all school resources (physical, financial and human) are directed to maximising students' performance levels. 							
IMPROVEMENT INITIATIVE	Building leadership teams							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Staff satisfaction levels based on general satisfaction are above the statewide mean annually. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> Staff satisfaction levels within the School Leadership module of the Staff Opinion Survey will be at or above the 2016 score: <ul style="list-style-type: none"> Leaders' Support for Change – <i>Supports staff to grow and improve</i>: 54.7% (Prin/Teach) Staff Trust in colleagues – 44% Teacher Collaboration – 40% 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build the leadership capacity to drive the school improvement agenda.	Continue to build leadership capacity through high quality professional learning sessions/courses e.g. Bastow's suite of courses such as Create Middle Leaders program and Impact: Emerging Leaders program & Leading Mathematics	LTs	Term 1 and Term 2	6 months: Attendance and participation in Leadership Professional Learning (BASTOW) to build and consolidate effective leadership structures and behaviours <ul style="list-style-type: none"> Strategic management for School Leaders – Data Literacy Leading Literacy Leading mathematics 	● ● ●		Total 30000	
				12 months: Leadership capabilities of the leading teachers increased due to personal goal setting and monitoring	● ● ●			
	Provide professional learning opportunities for Level Leaders and other identified leaders in the school to build their capacity to lead teams with strategic intent.		Level Leaders	Ongoing	6 months: Leaders to complete Learning Talk: Capability Assessment Tool to set goals for themselves. Goals monitored during Leadership Meetings	● ● ●		



Published: February 2016



				Professional Learning opportunities have been identified to support Level Leaders. Leaders lead effective teams with clear expectations agreed roles and responsibilities individuals and teams have.				
				12 months: Level Leader have had to opportunity to build their leadership capacity through Professional Learning sessions and professional readings. Leadership members run effective meetings with skilful use of language to engage all staff.	● ● ●			
	To increase collaborative processes to ensure all staff have a voice in driving the school improvement agenda.	All staff	Ongoing	6 months: Staff contribute and participate in the progress of the AIP. AIP goals align to PDP goals	● ● ●			
				12 months: Staff are involved in the evaluation of the AIP. Staff are given the opportunity to reflect on the AIP goals.	● ● ●			
	Continue to develop transparent practices across the school. E.g. active consultative committees, roles and responsibilities, opportunities for professional learning, use of processes to share views and opinions, review of staff agreements and team agreements to build trust, support and genuine collaboration.	All staff	Ongoing	6 months: Build trust by unpacking what trust means. Review staff agreement and display in staffroom. Active Consultative committee with regular meetings. Professional learning opportunities for all staff.	● ● ●			
				12 months: Documented Roles and Responsibilities. Professional learning opportunities for all staff. Active Consultative committee with regular meetings. Staff involved in evaluation of AIP.	● ● ●			



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:				





Framework for Improving Student Outcomes

Published: February 2016

