

Annual Implementation Plan: for Improving Student Outcomes

School name: Darraweit Guim Primary School

Year: 2017

School number: 0878

Based on strategic plan: 2015-2018

Endorsement:

Principal John Fryer (Acting Principal Andrew Blake T4, 2016 & T1, 2017)

Senior Education Improvement Leader Amanda Hubber Dec 2016

School council Danielle Craig

Dec 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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To improve the learning growth of every student in literacy and numeracy. To maximise the student engagement and connectedness to school through maximising leadership opportunities and further improving the school's partnership with their parents and the broader community. To improve each student's capacity to access and value learning and maintain excellent relationships. To maximise enrolment by providing and promoting a quality small school as a viable option within the local community. 	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:

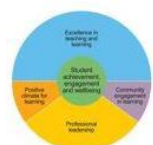
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

- Greater emphasis needs to be placed on documenting student assessment data and collaborating with students to develop agreed learning goals for entry into ILP'S. This area of work is shown within the curriculum and planning for assessment improvement initiative.
- Student voice and increased student leadership roles will continue to be an area that is developed across the school.
- The partial implementation of the Big Write in 2016 necessitates further work this year. An agreed whole school approach to spelling will commence in Semester 2.
- A documented peer observation schedule in 2017 will have a focus on differentiation.
- An emphasis in Term 4, 2016 has been placed on parental input supporting extra-curricular activities. With DGPS celebrating its 150th anniversary next year, this is the ideal opportunity to embrace the school community.

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)
Curriculum planning and assessment.	<ul style="list-style-type: none"> Build staff and student capacity to use data to plan learning opportunities that meet the needs of individual students. Develop and document instructional frameworks for the teaching of writing, spelling and number.



<p>Empowering students and building school pride</p>	<ul style="list-style-type: none"> • Expand and develop the student leadership program to build the strong role models which reflect the school values. • Build the capacity of students to be resilient, socially responsible and respectful in all of their relationships.
<p>Community engagement in learning</p>	<ul style="list-style-type: none"> • Provide a range of options for parental engagement in the school. • Use of existing resources to provide the best possible education for existing students and promote DGPS in the wider community.



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.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve the learning growth of every student in literacy and numeracy. <p>Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p>						
IMPROVEMENT INITIATIVE		Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Each student deemed capable to achieve at least one year's growth in learning as measured by AusVELS in Reading, Writing, Number and Algebra during each school year. <i>(The school will be tracking individual student growth against AusVELS from 2015.)</i> All students deemed capable to achieve above the National Minimum Standards (NMS) as measured by NAPLAN in Reading, Writing, Spelling and Numeracy. An increased percentage of students to achieve at least one band above NMS as measured by NAPLAN in Reading, Writing, Spelling and Numeracy against the 2014 data. <p>Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p>						
12 MONTH TARGETS		Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]						
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 <u>what</u> the school will do and <u>how</u> - 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]		
<ul style="list-style-type: none"> Build staff and student capacity to use data to plan learning opportunities that meet the needs of individual students. 	1. School assessment schedule reviewed for 2017 and 2016 end of year results for all students analysed for the purpose of developing ILP'S.	All staff	Week 4, T1	6 months: ILP'S have been developed at student/parent/teacher conferences with explicit literacy and numeracy data goals.	● ● ●			
	2. Data platform (SPA or suitable equivalent) recording all student assessment data.	All staff	Ongoing	Assessment data triangulated and recorded on an assessment platform.				
	3. Professional learning schedule to include regular data literacy sessions for all staff.	All staff	As per staff learning plan	Documented annual staff learning plan with data literacy an agenda item.				
	4. All students to have ILP'S with learning goals that refer to data targets and are developed with students/teachers and family.	Jane/Simon		Peer observations note differentiation within classrooms.				
	5. Class work programs to show evidence of differentiation based on analysis of data sets.	Class teachers	Ongoing	12 months: ILP'S of all students reviewed with annual learning growth summarised and sent home to families.	● ● ●			



				Annual assessment data available for all staff to view. 4 peer observations completed by staff with 1 peer observation held externally with a focus on differentiation.					
				6 months:	● ● ●				
				12 months:	● ● ●				
<ul style="list-style-type: none"> Develop and document instructional frameworks for the teaching of writing, spelling and number. 	1. Induct new staff members on the Big Write program and attend relevant PD.	Jane to lead with internal PD/ External PD to be scheduled	Term 1	6 months: All staff are following the documented writing curriculum using the Big Write Program and teacher work programs reflect the use of the Big Write Program. Teacher work programs have documented learning intention and success criteria.	● ● ●				
	2. Review documented writing programme and ensuring all classes writing themes aligned with documented programme.	Andrew	Term 1	Each staff member will have participated in 2 peer observations by the end of semester 1. An evidence based spelling programme has been trialed within classrooms with the intention of implementing the programme at the commencement of Term 3.					
	3. Professional learning meetings to include writing moderation sessions internally and across the cluster.	Andrew	Term 2 & Term 3						
	4. All classes to have visible learning intentions and success criteria and documented in work programs.	Jane/Simon	Weekly	12 months: All students have a completed writing portfolio with evidence linked to use of the Big Write Programme and students have a written reflection based on their achievements in writing.		● ● ●			
	5. Annual school professional learning plan to include peer observations within the numeracy block.	Andrew	Each term	Spelling programme has been successfully embedded across the school.					
	6. Professional learning sessions to include Two Common Mathematical Misunderstandings (http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/pages/misunderstandings.aspx) will be explored in structured class activities which involve all staff	Andrew	As per staff annual learning plan	Each staff member will have participated in 4 peer observations by the end of the year with 1 observation conducted externally. Staff have documented their learning from each peer observation in their personal learning journal.					
	7. Research an agreed evidence based spelling programme with the intent of a consistent approach to spelling embedded across the school.	All staff	Term 2						
				6 months:	● ● ●				
				12 months:	● ● ●				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To maximise the student engagement and connectedness to school through maximising leadership opportunities and further improving the school's partnership with their parents and the broader community. To improve each student's capacity to access and value learning and maintain excellent relationships. <p>[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p>																																										
IMPROVEMENT INITIATIVE		Empowering students and building school pride																																										
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Improve mean score in the Student Attitude to School Survey of <i>School Connectedness</i> for from 4.85 in 2014 to 5.2 in 2018 Improve mean score in the Parent Opinion Survey : <table border="1" data-bbox="1199 604 1611 772"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>5.86</td> <td>6.0</td> </tr> <tr> <td>Parent Input</td> <td>5.43</td> <td>5.9</td> </tr> <tr> <td>Approachability</td> <td>5.75</td> <td>6.0</td> </tr> </tbody> </table> Improve mean scores in the Student Attitude to School Survey. <table border="1" data-bbox="1199 894 1611 1104"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Connectedness to Peers</td> <td>5.00</td> <td>5.5</td> </tr> <tr> <td>Learning Confidence</td> <td>4.88</td> <td>5.3</td> </tr> <tr> <td>Motivation</td> <td>4.94</td> <td>5.4</td> </tr> <tr> <td>Student Safety</td> <td>5.00</td> <td>5.5</td> </tr> </tbody> </table> Improve mean score in the Parent Opinion Survey: <table border="1" data-bbox="1199 1205 1611 1331"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student Safety</td> <td>5.58</td> <td>6.0</td> </tr> <tr> <td>Transitions</td> <td>5.93</td> <td>6.1</td> </tr> </tbody> </table> <p>[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p>							Factor Name	2014	2018	School Connectedness	5.86	6.0	Parent Input	5.43	5.9	Approachability	5.75	6.0	Factor Name	2014	2018	Connectedness to Peers	5.00	5.5	Learning Confidence	4.88	5.3	Motivation	4.94	5.4	Student Safety	5.00	5.5	Factor Name	2014	2018	Student Safety	5.58	6.0	Transitions	5.93	6.1
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<ul style="list-style-type: none"> Expand and develop the student leadership program to build strong role models which reflect the school values. 	1. Grade 6 students involved in a 6 session leadership program in the Wallan Cluster.	Andrew	Ongoing	6 months:	● ● ●			
	2. Grade 5&6 involved in Pre-School visitation to promote DGPS.	Andrew	T4	All students have completed a student survey and staff have analysed feedback with the intention of implementing a number of student initiatives in Semester 2.				
	3. Melbourne Leadership Program – Grade 5&6 students to attend.	Simon	T3	Grade 3-6 students have participated in a minimum of 2 leadership activities by mid-year.				
	4. The development of student input into the curriculum by all students completing internal feedback survey.	Andrew	T1	All students within the school have presented a personally selected piece of work.				
	5. Student lead activities held each term.	Simon	Each term					
	6. Rotational speaking roles at assembly for Grade 6 students.	Simon	Weekly	12 months:	● ● ●			
	7. Every student with the opportunity to present their work at assemblies.	Jane/Simon	Weekly	Student voice has contributed towards developing an engaging curriculum as reflected in ATTS and POS.				
	8. Senior students (Grade 5 & 6) to be rostered on to read to students attending playgroup sessions each Wednesday.	Andrew	Weekly	Student award winners and sharing of student work is documented demonstrating number of awards and stating the reason for the award. Grade 6 students have completed the Wallan Cluster leadership programme and all Grade 3-6 students have participated in a minimum of 4 leadership based activities.				
				6 months:	● ● ●			
				12 months:	● ● ●			
<ul style="list-style-type: none"> Build the capacity of students to be resilient, socially responsible and respectful in all of their relationships. 	1. <i>You Can Do It</i> program reviewed and all staff familiar with content.	Jane/Simon	Each term	6 months:	● ● ●			
	2. You Can Do it documented within work programs.			You Can Do It program a component of weekly class programs.				
	3. Investigate the School-Wide Positive Behaviour Support (SWPBS) program and how it can be implemented at DGPS to support You Can Do It programme.	Andrew	Term1	Positive behaviour Matrix and school wide behaviours agreed upon with student/staff and parental input.				
	4. All staff familiar with SWPBS methodology.	Andrew	Term1/T2					
5. School Wide Expectations and positive behaviour matrix developed with student and parent input.				12 months:	● ● ●			
6. Weekly awards to include PBS / You Can Do It student achievements.	Jane/Simon	Weekly	SWPBS framework embedded within the school and the wider community. Behaviour monitoring indicates fewer student incidents.					
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To maximise enrolment by providing and promoting a quality small school as a viable option within the local community. <p>[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]</p>
OTHER IMPROVEMENT MODEL DIMENSIONS	<p>Community engagement in learning</p> <p>[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]</p>
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Build current school enrolment of 19 by 40% to ~ 27 in 2018 <p>[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]</p>
12 MONTH TARGETS	<p>[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]</p>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<ul style="list-style-type: none"> Provide a range of options for parental engagement in the school. 	1. The preschool play group will continue to be promoted within the school and wider community.	Andrew	Ongoing	6 months: Affiliation with Playgroup Victoria established by mid-year.	● ● ●			
	2. The school will provide at least two opportunities for parents to work with students on a joint learning project and to be involved in school based events. (150 th anniversary, Garden group)	Andrew/Simon	T2 & T4	40% of families have participated in a range of school based activities.				
	3. A Community Welcome Parent group will be established.	Dani (S/C)	T1	12 months: A total of 75% of families have participated in a range of school based activities throughout the year.				
	4. A program of <i>Parents as Partners</i> in Literacy, Numeracy and classroom helpers will be established and implemented.	Andrew	T2	POS to have a minimum of 80% returns compared to that of 24% in 2016.	● ● ●			



				6 months:	● ● ●		
				12 months:	● ● ●		
<ul style="list-style-type: none"> Use of existing resources to provide the best possible education for existing students (via a documented curriculum) and promote DGPS in the wider community through newspapers showcasing student achievements. 	1. The Victorian Curriculum (VC) is utilised to drive all curriculum planning.	Andrew	Ongoing	6 months:	● ● ●		
	2. Development of a consistent template for curriculum documentation.	Andrew	T1	Teaching staff are using agreed planning template and documented curriculum is visible to parent group. Team planning sessions occur fortnightly.			
	3. All staff collaboratively plan using term planner templates.	Andrew/Jane/Simon	T1	12 months:	● ● ●		
	4. Transparent curriculum available for perusal for all members of the school community.	Andrew	Week 3 of each term	Class teachers show evidence of 12 month curriculum planning documents that are aligned with weekly work programs. Teachers demonstrate evidence of progress against Vic Curriculum priority areas of Literacy and Numeracy.			
				6 months:	● ● ●		
				12 months:	● ● ●		



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]				
Next Steps:				

