Annual Implementation Plan: for Improving Student Outcomes

School name: Abbotsford Primary School

School number: 1886

Year: 2017

Based on strategic plan: 2017-2020

Endorsement:

Principal Latham Burns – 28 March, 2017

Senior Education Improvement Leader: Vincent Dobbs – 28 March, 2017

School Council President: Virginia Dods – 28 March, 2017

The school's Improvement Priorities and Initiatives

2017-2020 School Strategic Plan goals
• To enhance the learning experience of each student through high quality, consistent teaching practices. • To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.

Improvement Priorities	Improvement Initiatives	✓
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:
Our 2017-2020 School Strategic Plan goals are focused on the 'Excellence in Teaching and Learning' improvement priority, in the initiatives of 'Building Practice Excellence' and 'Curriculum Planning and Assessment'. For 2017, the major work of our School Strategic Plan will focus on the key improvement strategies linked to 'Curriculum Planning and Assessment'. This work underpins the development of our key improvement strategies that are linked to 'Building Practice Excellence', which will have a greater focus in the later years of our school improvement cycle. First and foremost, the pedagogical model that is consistent in Chinese and English learning needs to be established in the school as a vehicle for improving teacher quality. Revision and refinement of the curriculum is logical due to the introduction of the Victorian Curriculum, as is the focus on assessment practices to inform student learning needs based on the Victorian Curriculum. Finally, the way that teams review and implement the new Victorian Curriculum and plan together based on quality assessments requires shared protocols to be established, improving the quality and productivity of each professional learning team. The 2017 Annual Implementation Plan will ensure that we are well on the way to achieving our Strategic Plan goal of improving the learning growth in Reading and Mathematics for all of our students by embedding a viable, documented curriculum and pedagogical approach.

| Key improvement strategies (KIS)	
Improvement initiative:	**Key improvement strategies (KIS)**
Building practice excellence	• Research and implement an agreed pedagogical model that is consistent for Chinese and English learning. • Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens. • Develop a culture of reflective practice to give and receive feedback for all stakeholders.
Curriculum planning and assessment	• Embed the Victorian Curriculum into teaching practice. • Build teacher capacity to identify, monitor and tract student progress using summative assessment.

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS:	To enhance the learning experience of each student through high quality, consistent teaching practices.
IMPROVEMENT INITIATIVE:	Building Practice Excellence
STRATEGIC PLAN TARGETS:	• Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016. • Learning Gain – Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016. • Participation - Student Attendance: The 2017-2020 average student absenteeism days will be 14 days or less, reversing the absenteeism upwards trend from the 2013-2016 period. • Attitudes to School - Stimulating Learning: The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5. • Parent Opinion - Stimulating learning: The 2017-2020 Mean Factor Score to be an average of 6 or higher out of 7. • Teacher Judgement: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.
12 MONTH TARGETS:	• All teachers using the agreed Lesson Design for Reading and Viewing. • All teachers have implemented the agreed strategies of a Reading and Viewing lesson.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		
					Progress Status	Evidence of impact	Budget
							Estimate	YTD
Research and implement an agreed pedagogical model that is consistent for Chinese and English learning. *30% of teacher professional learning time will be devoted to this Key Improvement Strategy.*	• The Principal to lead the Leading Pedagogy Team (LPT) to undertake the Leading Pedagogy Course with the Bastow Institute of Leadership; • The LPT to investigate pedagogical models, with a focus on 'lesson design', and undertake a research review; • The LPT to develop the Abbotsford Primary School (APS) Lesson Design, providing this to all teachers and ensuring it is on display in all classrooms; • All teachers to share in developing the agreed and consistent Strategies of a Reading & Viewing lesson (Chinese and English) based on the APS Lesson Design; • All teachers to trial the shared, agreed and consistent APS Lesson Design and Strategies of a Reading lesson; • All teachers to provide feedback to the LPT regarding the Lesson Design and the Strategies of a Reading lesson; • The LPT to update the APS Lesson Design and Strategies of a Reading Lesson based on teacher feedback; • All teachers to embed the agreed and consistent APS Lesson Design, ensuring their Reading lessons contain the agreed upon strategies.	**Principal:** Latham Burns **Leading Pedagogy Team:** Amanda Norton-Smith Daniel Clynes FangNi Zhou	Term 1 Term 1 Term 1 Term 2 Term 2 End of Term 2 Start of Term 3 Term 3 & beyond.	6 months • APS Lesson Design on display in all classrooms, in the language of Chinese and English; • The draft Strategies of a Reading & Viewing lesson completed by the Chinese and English teams; • The APS Lesson Design and Strategies of a Reading and Viewing lesson trialled by all teachers. 12 months • Teacher feedback collated and Strategies of a Reading & Viewing lesson revised and published. • All teachers using the Lesson Design with consistent practices in the teaching of Reading and Viewing quantified by data gathered in Term 2 and Term 4.	🔴🟡🟢 🔴🟡🟢	Growth and change of practice: - Consistent demonstration of planning and practice. - Gathering data from observations: What did the teacher do? What did the students do? What changes in practice have occurred between Term 2 and Term 4: - What is different about what the teacher is doing? What is different about what the students are doing?	Leading Teacher – Non Teaching Load (0.3) $31 457 Pedagogical Leadership Team training: $2000 Professional Learning Budget allocation: $8 000 Sentral: $2 000 AMQ Leadership Coaching: $2 500 2017 Australian Primary Principals Association Conference & Travel: $5000	

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Section 2: Improvement Initiatives

					Progress		
Develop a culture of reflective practice to give and receive feedback for all stakeholders. *5% of teacher professional learning time will be devoted to this Key Improvement Strategy.*	• All staff to review the agreed APS Peer Observation and Feedback Protocols; • Classroom teachers to trial the agreed APS Peer Observation and Feedback protocols for two reading lessons (one being observed and one observation) based on the APS Lesson Design and Strategies of a Reading & Viewing Lesson; • In addition, the Principal, Assistant Principal and Leading Teacher to undertake observation for three reading and viewing lessons; • The Assistant Principal to seek feedback on the protocols from teachers and refine the APS Peer Observation and Feedback Protocols; • All teachers to embed the agreed APS Peer Observation and Feedback Protocols when observing reading and viewing lessons.	**Assistant Principal:** Elizabeth Sarroff	Term 2 Term 3 End of Term 3 Term 4	6 months: • The agreed APS Peer Observation and Feedback Protocols reviewed. 12 months: • All classroom teachers have been observed twice based on the agreed APS Peer Observation and Feedback Protocols focusing on the APS Lesson Design and Strategies of a Reading and Viewing Lesson; • All classroom teachers to have observed a peer based on the agreed APS Peer Observation and Feedback Protocols focusing on the APS Lesson Design and Strategies of a Reading and Viewing Lesson; • The Principal, Assistant Principal and Leading Teacher to have observed three reading and viewing lessons each based on the agreed APS Peer Observation and Feedback Protocols focusing on the APS Lesson Design and Strategies of a Reading and Viewing Lesson.	🔴🟡🟢 🔴🟡🟢	Template for observations to include: - Vertical rubric with elements of the agreed lesson design; - What the teacher and students are doing; - Intrapersonal qualities such as opportunities for collaborative learning and higher-order questioning techniques.	Assistant Principal Non-Teaching Load (0.3) $32 821 Professional Learning Budget allocation: $10 000 AMQ Leadership Coaching: $2 500 Digital Learning Release: $2 500 Curriculum Resources (New Books / Equipment: $32 500
Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens. *15% of teacher professional learning time will be devoted to this Key Improvement Strategy.*	**eSMART** • The Leading Teacher to update the Bullying and Harassment Policy to include processes for reporting Cyberbullying; • The Leader of Learning – Digital Learning/Technology to establish and document a system for students to report incidents of cyberbullying; • All classroom teachers upskilled and plan for the inclusion of explicit teaching about rights and responsibilities , digital citizenship, cyberbullying and cybersafety; • All classroom teachers explicitly teach cyber-risks and cyber-safe practices; • All students learn about cyberbullying, cybersafety and e-security and communicate their learning to the wider school community through the newsletter. **SENTRAL** • The Assistant Principal to develop the APS Protocols for Sentral and provide this to all stakeholders; • The Assistant Principal provide access to Sentral to all parents with a focus on student attendance; • Parents to trial the APS Protocols for Sentral with a focus on student attendance; • Information is provided to parents by the Assistant Principal on how to update attendance for their child(ren) on Sentral; • Parents provide the Assistant Principal with feedback on the APS Protocols for Sentral and the attendance portal.	**Assistant Principal:** Elizabeth Sarroff **Leading Teacher** Amanda Norton-Smith **Leader of Learning – Digital Learning/Technology:** Travis Demarte **English Professional Learning Team:** Daniel Clynes Ngoc Nguyen Jade Hugo Kate Lawrie	End of Term 2 Term 2 Term 3 Term 4 Term 4 Term 2 Term 3 Term 3 Term 3 Term 4	6 months: • Bullying and Harassment Policy modified to include processes for reporting Cyberbullying; • Education and Policy Sub-Committee and the Leader of Learning – Digital Learning/Technology form the eSMART committee to implement our actions; • The APS Protocols for Sentral established. 12 months: • Teacher planning includes references to cybersafety with explicit teaching of cyber-risks and cyber-safe practices; • Students have produced material to demonstrate and promote their cybersafety knowledge and skills; • Parents can access and use the attendance module of Sentral.	🔴🟡🟢 🔴🟡🟢	Students present their knowledge of cyber safety at school forums.	

Please not that, in the progress status section, 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 slightly behind schedule but remediation strategies are in place to get back on schedule and 🟢 on schedule and/or completed.

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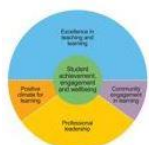
Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS:	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.
IMPROVEMENT INITIATIVE:	Curriculum Planning and Assessment
STRATEGIC PLAN TARGETS:	• Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016. • Learning Gain – Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016. • Teacher Judgement: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.
12 MONTH TARGETS:	• 90% of Foundation students to progress an average of three Fountas and Pinnell reading levels from February 2017 to December 2017. • 90% of Year 1 and Year 2 students to progress an average of four Fountas and Pinnell reading levels from February 2017 to December 2017. • 90% of Year 3 and Year 4 students to progress an average of four Fountas and Pinnell reading levels from February 2017 to December 2017.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Embed the Victorian Curriculum into teaching practice. *30% of teacher professional learning time will be devoted to this Key Improvement Strategy.*	• The Leading Teacher to lead the refinement of the APS Reading & Viewing continuum in Chinese and English to ensure alignment with the Victorian Curriculum; • The Leading Teacher to work with all teachers to develop an agreed and consistent APS Reading & Viewing planners for term and daily planning; • All teachers to trial the APS Reading & Viewing planners; • All teachers to provide feedback on the APS Reading & Viewing planners to the Leading Teacher; • All teachers embed the use of the APS Reading & Viewing planners for term and daily planning.	**Leading Teacher:** Amanda Norton-Smith **Leader of Learning – English:** Travis Demarte **Leader of Learning – Chinese** My Hoa Lam **Professional Learning Teams**	Term 2 Term 2 Term 2 Term 3 Term 4	**6 months:** • APS Reading & Viewing continuum in Chinese and English refined and used for lesson planning by all teachers; **12 months:** • All teachers using the agreed and consistent APS Reading & Viewing planners for term and daily planning	🔴🟡🟢 🔴🟡🟢	Teacher planning documents to include references to the Victorian Curriculum.	Assistant Principal Non-Teaching Load (0.3) $32 821 Leading Teacher Non-Teaching Load (0.3) $31 457 Professional Learning Budget allocation: $10 000 Teacher Assessment Time Release: $4 200	
Build teacher capacity to identify, monitor and track student progress using summative assessment. *20% of teacher professional learning time will be devoted to this Key Improvement Strategy.*	• The Leaders of Learning to revise the APS Assessment Schedule with their teams; • The Leading Teacher to build the capacity of all teachers in their understanding of summative assessment in Reading & Viewing; • The Leading Teacher to work with teachers to develop and implement the APS Data Schedule Protocols to inform planning and teaching of Reading & Viewing; • The Assistant Principal to develop the APS Protocols for Collecting Student Learning Data and provide these to teachers; • All classroom teachers will trial the APS Data Schedule Protocols and the APS Protocols for Collecting Student Data; • The Assistant Principal and Leading Teacher will seek feedback on the APS Data Schedule Protocols and the APS Protocols for Collecting Student Data and make adjustments if required;	**Assistant Principal:** Elizabeth Sarroff **Leading Teacher:** Amanda Norton-Smith	Term 1 Term 2 Term 2 Term 2 Term 3 End of Term 3	**6 months:** • APS Assessment Schedule finalised and implemented; • All teachers have a clear understanding of summative assessment and how to summative assessment data in Reading & Viewing to inform teaching and planning; • APS Data Schedule Protocols developed; • APS Protocols for Collecting Student Data developed. **12 months:** • Teachers using summative assessment data to inform the teaching and planning of Reading & Viewing; • APS Data Schedule Protocols implemented for Reading & Viewing; • APS Protocols for Collecting Student Data implemented.	🔴🟡🟢 🔴🟡🟢	Teacher planning reflects links to assessment and student learning data.		

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	• All teachers to fully embed the APS Data Schedule Protocols in Reading & Viewing and APS Protocols for Collecting Student Data into their practice.		Term 4				

Section 3: Other Improvement Model Dimensions

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**	Yes	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	Yes	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	**Building leadership teams**	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	**Empowering students and building school pride**	No	Select status	
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	**Building communities**	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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:

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