

# Annual Implementation Plan: for Improving Student Outcomes

School name: William Ruthven Primary School

Year: 2017

School number: 5544

Based on strategic plan: 2016-2019

Endorsement:

Principal: Allan Waterson

20<sup>th</sup> February 2017

Senior Education Improvement Leader: Graham Stevenson

February 2017

School council: Christine Crosta

20<sup>th</sup> 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
<ul style="list-style-type: none"> <li>To develop students who are literate, numerate and curious.</li> <li>To develop resilient and self aware students who contribute to building an environment that is respectful, harmonious and supportive of others.</li> </ul>

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:**  
 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.

As a result of a school review (in 2015) and the development of our current strategic plan (2016-2019) along with consultation with staff and our SEIL, it was determined that a need existed to further develop and embed further consistency across the school in the area of teaching pedagogy and the implementation of processes. This will be achieved through the adoption of a school wide inquiry model of teaching. This builds on the work undertaken in 2016 through Bastow on building leadership teams through involvement in the HPLC course and the development and implementation of a peer observation process in 2016. These were identified as areas for improvement during the review process.

The need to develop a consistent approach to the of setting expectations and promoting inclusion of students was also identified as an area of improvement. This resulted from conversations with students at all year levels and relatively low Attitude to schools survey results in the area of Student motivation and Student safety. Through our school review and a review of our Student Wellbeing program in 2016, the previous program adopted by the school had outgrown the needs of our students, in particular those in the middle years. As a result of this 2017 will see the introduction of the Berry Street Education Model.

**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)
Building practice excellence	<ul style="list-style-type: none"> <li>Continued development of leadership capacity through involvement in Bastow leadership programs.</li> </ul>
Curriculum planning and	<ul style="list-style-type: none"> <li>The introduction of team leaders to enhance leadership capacity and consistency of practice.</li> </ul>



<b>assessment</b>	<ul style="list-style-type: none"> <li>• Further embedding the peer observation process developed and implemented in 2016.</li> <li>• Develop a whole school inquiry model consistent across the school</li> <li>• Further embed numeracy approach developed in 2015 (open ended questioning)</li> <li>• Embedding work undertaken in 2016 on using data to plan for specific needs.</li> </ul>
<b>Setting expectations and promoting inclusion</b>	<ul style="list-style-type: none"> <li>• Develop and implement a whole school (F to 6) approach to building student resilience.in accordance with the Berry Street Education Model and DET initiatives.</li> <li>• Professional learning sessions focused on what an 'inclusive, safe, orderly and stimulating environment 'is.</li> <li>• Further development of personalised learning including individual learning plans</li> </ul>



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.

<b>STRATEGIC PLAN GOALS</b>		● <b>To develop students who are literate, numerate and curious.</b>						
<b>IMPROVEMENT INITIATIVE</b>		<b>Building practice excellence</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>That each student (deemed capable) will achieve at least one year's growth in learning (as measured by a range of data sources including AusVELs, Victorian Curriculum and NAPLAN) during each school year</li> <li>That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state percentages for the medium and high growth categories on each domain.</li> <li>100% of staff planning aligned with school planning and expectations</li> <li>100% of staff PDP plans to reflect AIP goals and FISO initiatives.</li> <li>Staff survey- Collective Efficacy to at or above 75%</li> <li>Staff survey – Teacher collaboration to be at or above 75%</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>Individual relative growth of all students based on OnDemand and teacher judgements</li> <li>NAPLAN relative growth data to reflect a learning gain from year 3 to year 5.</li> <li>Staff PDP plans to reflect AIP and SSP</li> <li>Collective efficacy and Teacher Collaboration in staff survey to be 60% or higher</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continued development of leadership capacity through involvement in Bastow leadership programs.	Involvement of staff in Bastow Leadership courses-Inspire Local Leaders,	Team leaders and interested staff		6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Leadership opportunities offered to aspiring staff			12 months:	● ● ●			
The introduction of team leaders to enhance leadership capacity and consistency of practice.	Appointment of team leaders	Tina, Tara, Gill, Tinka, Sam	Dec 2016	6 months:	● ● ●			
	Coaching of team leaders.	Kent, Allan, Unit Coordinators	Ongoing	12 months:	● ● ●			
	Fortnightly meetings of team leaders and teaching and learning Coach	Kent	Fortnightly					
Further embedding the peer observation process developed and implemented in 2016.	Peer Observation protocols to be reviewed.	Kent	Early term 1	6 months: 2 Peer Observation rounds undertaken	● ● ●			
	Peer Observation to be continued once per term. All staff to be involved in sessions	Kent/Allan		12 months:	● ● ●			
Develop a whole school	Half day professional development facilitated by McRel	Wayne	Jan 31 <sup>st</sup>	6 months:	● ● ●			



inquiry model consistent across the school.	Institute and involvement in the Powerful Learning Initiative.	Craig/ Kent Silfo		12 months:	● ● ●			
	School based PD on Inquiry Learning based on the E5 model taken from Primary Connections	Kerry Bowler	March					
	Inquiry Learning implementation plan developed.	Kent Silfo, SIT	End of term 1					
	Term1: Developing collaborative work practices amongst all students..	Whole school/ Unit Coordinator s/ Team Leaders.	Term 2					
	Implementation of trial inquiry learning unit based on school wide topic of sustainability.	Whole school	Term 2					
Teaching and Learning Coach to participate in 1 team planning meeting weekly.	Kent Silfo	Weekly						
Further embed numeracy approach developed in 2015 (open ended questioning).	School based PD revisiting open ended maths activities.	T&L coach, maths committee		6 months:	● ● ●			
	Peer observation based on open ended Maths activities.	All staff		12 months:	● ● ●			
	Open ended Maths activities shared during PLT's and staff meeting	Team Leaders						
	Open ended Maths activities planned for during team meetings and end of term planning.	Unit Coordinator s/team leaders						
Embedding work undertaken in 2016 on using data to plan for specific needs.	Team/ Whole school PD on analysis of On Demand and NAPLAN data to drive groups and individual planning.	Allan, Team leaders		6 months:	● ● ●			
	Teams to discuss at team meetings students data to drive planning at PLT's	Team Leaders		12 months:	● ● ●			
	During end of term planning sessions, Item analysis if Reading, Writing and Maths data to identify points of weakness and strength.	Unit coordinator / Team leaders						



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		To develop resilient and self-aware students who contribute to building an environment that is respectful, harmonious and supportive of others.						
<b>IMPROVEMENT INITIATIVE</b>		Setting expectations and promoting inclusion						
<b>STRATEGIC PLAN TARGETS</b>		<p>Increase the student motivation and student safety measures on the student attitudes to school survey to be within the 3rd quartile or higher for all cohorts</p> <ul style="list-style-type: none"> <li>• Student Motivation of Attitudes to School Survey to be at 4.5 or higher.</li> <li>• Teacher effectiveness on Attitudes to school Survey to be at 4.5 or higher.</li> <li>• Student Safety on Attitudes to School Survey to be at 4.3 or higher</li> <li>• Student Safety on the Parent Opinion survey to be at 5.5 or higher</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>• Student Motivation of Attitudes to School Survey to be at 4.3 or higher.</li> <li>• Teacher effectiveness on Attitudes to school Survey to be at 4.2 or higher.</li> <li>• Student Safety on Attitudes to School Survey to be at 4.3 or higher</li> <li>• Student Safety on the Parent Opinion survey to be at 5.5 or higher</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop and implement a whole school (F to 6) approach to building student resilience in accordance with the Berry Street Education Model and DET initiatives.	Assistant Principal to oversee the implementation of the BSEM	Peter Marco	January	6 months: Participation in day 1 of Berry Street PD	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	All staff to participate in two full day professional development activities facilitated by Berry Street.	All staff	30 <sup>th</sup> January 24 <sup>th</sup> July	Successful implementation of module 1 of BSEM				
	Appointment of a school based BSEM coordinator to facilitate implementation of BSEM	Suzie Nackovski	Dec 2016	12 months: Participation by all staff in two full day professional development days facilitated by Berry Street.	● ● ●			
	BSEM Coordinator to model best practice with weekly classroom visit.	Suzie Nackovski	Ongoing commencing Feb 2017	Successful implementation across the school of modules 1 & 2 of BSEM				
	School based PD activities to be organised two per term.	eter Marco Suzie Nackovski	Two per term commencing Feb 2017					
	Development of a whole school plan on the implementation of the BSEM.	Peter Marco						
Professional learning sessions focused on what an 'inclusive, safe, orderly and stimulating environment' is.	School based PD on preconditions for a staff stable learning environment- Vic Zbar & Graham Marshal, John Hattie research.	Principal & Teaching & Learning Coordinators		6 months:	● ● ●			
	Ensuring school wide preconditions are adhered to.			12 months:	● ● ●			
	Walk through to ensure preconditions are adhered to	Unit Coordinators						
Further development of	Analysis of individual student data to develop ILIP	Unit		6 months:	● ● ●			



personalised learning including individual learning plans		Coordinator s, AP		12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



# Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>To develop students who are literate, numerate and curious.</li> <li>To develop resilient and self-aware students who contribute to building an environment that is respectful, harmonious and supportive of others.</li> </ul>
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	[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)]
<b>STRATEGIC PLAN TARGETS</b>	[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]
<b>12 MONTH TARGETS</b>	[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)]

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]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				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	<b>Building practice excellence</b>	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. For all other initiatives and dimensions, please consult the <i>Focus question and data matrix</i> (link) for suggested enquiry based questions and data sets to be used for investigation.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				

