

# Annual Implementation Plan: for Improving Student Outcomes

School name: Heatherhill Primary School

School number: 4802

Year: 2017

Based on strategic plan: 2015-2018

Endorsement:

Principal Mary Vervey



March 3 2017

Senior Education Improvement Leader Ken Robinson



March 3 2017

School council Keith Browning



March 3 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>Achievement                             <ul style="list-style-type: none"> <li>To improve literacy and numeracy outcomes for every student across the school</li> </ul> </li> <li>Engagement                             <ul style="list-style-type: none"> <li>To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning</li> </ul> </li> <li>Well Being                             <ul style="list-style-type: none"> <li>To improve student connectedness to their learning across the school</li> </ul> </li> <li>Productivity                             <ul style="list-style-type: none"> <li>To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education</li> </ul> </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.

The 2015-2018 School Strategic Plan Targets in Student Achievement are:

- To have all students deemed capable make at least one year's growth as indicated by AusVELS in both Literacy and Numeracy - Effect size at least .8
- Increase the percentage of students scoring 'high' in the NAPLAN relative growth trend: 0.8 over a two year period.

Relative Growth in NAPLAN Reading and Writing is below similar schools for 2016. Too few (11%) students achieved a "high" growth, with 50% students achieved "medium" growth, and 39% achieved "low" growth in Reading. In Writing, 16% - 3 students out of 19, achieved "high" growth, 63% achieved "medium" and 21% made "low" growth. See Table 2.

It is intended that the school will focus on developing effective Reading and Writing programs and strategies in 2017. Speaking & Listening must be established for students to have deep understanding of what they read and to write effectively, therefore we will focus on developing Speaking & Listening, as well as Critical and Creative Thinking, through Philosophy.

We intend to:

- To develop and maintain a consistent pedagogical approach in teaching Literacy and to increase the numbers of students achieving "high growth" (Years 3-5) in NAPLAN Writing, Spelling and Grammar & Punctuation, the school will undertake further professional learning in teaching Writing effectively, by introducing VCOP and The Big Write. This will complement the high calibre professional learning undertaken in 2016 through *The 100 Story Building*. The school will participate in the Southern Melbourne Area Project to develop a consistent pedagogical approach to effectively teaching Reading and Writing.
- To develop a consistent pedagogical approach in the effective teaching of *Critical and Creative Thinking* and *Ethical Capabilities* the school will implement a Heatherhill PS developed Scope and Sequence for Philosophy. It is expected that student *Speaking & Listening* outcomes will improve through this approach



Table 1	Achievement in 2016		Target 2017	
	Year 3 %	Year 5 %	Year 3 %	Year 5 %
	Bands 5 & 6	Bands 7 & 8	Bands 5 & 6	Bands 7 & 8
NAPLAN Reading	59	20	60	25
NAPLAN Writing	59	12	60	20
NAPLAN Numeracy	54	12	60	20
	AUSVELS		Victorian Curriculum	
	% above C Prep - 6		% above C Prep - 6	
Reading	50		55	
Writing	36		45	
Speaking & Listening	33		35	
Number	26		35	

NAPLAN 2016 Relative Growth Table 2				
Number of Students in Year 3, retained at Year 5: 19				Target 2017
	Number of students achieving High Growth	Number of students achieving Medium Growth	Number of students achieving Low Growth	Number of students achieving High Growth
Writing	3 (16%)	12 (53%)	4 (21%)	25%
Spelling	4	10	5	20%
Grammar & Punctuation	1	9	9	20%
Reading	2 (11%)	9 (50%)	7 (39%)	20%
Numeracy	3 (16%)	9 (47%)	7 (39%)	20%

#### 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

- Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice in Literacy

Curriculum planning and assessment



Framework for Improving Student Outcomes



## Section 2: Improvement Initiatives – Building Practice Excellence

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 literacy and numeracy outcomes for every student across the school						
IMPROVEMENT INITIATIVE	Building Teacher Capacity						
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> <li>To have all students deemed capable make at least one year's growth as indicated by AUSVELS in both Literacy and Numeracy - Effect size at least .8</li> <li>Increase the percentage of students scoring 'high' in the NAPLAN relative growth trend: 0.8 over a two year period.</li> </ul>						
12 MONTH TARGETS	Target 2017						
	Table 1	Year 3	Year 5				
		%	%				
		Bands 5 & 6	Bands 7 & 8				
	NAPLAN Reading	60	25				
	NAPLAN Writing	60	20				
NAPLAN Numeracy	60	20					
	Victorian Curriculum						
	% above C Prep - 6						
	Reading	55					
	Writing	45					
	Speaking & Listening	35					
	Number	35					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		
<p>Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice in teaching literacy, in particular, Writing.</p>	<p>Provide Professional Learning for all staff in VCOP:</p> <ul style="list-style-type: none"> <li>Whole day "Day 1 VCOP* and the Big Write"</li> <li>Teacher feedback session on how VCOP is being implemented what is working, how it is working – designated meeting with Literacy Leader</li> <li>Literacy leader oversees VCOP implementation in classrooms – modelling, observing, providing feedback</li> <li>Develop a teacher observation rubric to assist Literacy leader and classroom teachers track the progress of VCOP implementation and teachers'</li> </ul>	Literacy leader	March 27	<p>6 months:</p> <ul style="list-style-type: none"> <li>All staff completed VCOP Training</li> <li>All staff completed Writing Confidence Survey</li> <li>Documented records of teacher feedback sessions with Literacy Leader</li> <li>Documented record of Literacy Leader observations/modelling/feedback</li> <li>Teacher Observation Rubric developed and utilised</li> <li>CRT Budget</li> <li>Teachers assess student Initial Criterion Scales assessment</li> <li>Teachers complete initial ATSL Teacher Developmental</li> </ul>	<p>Progress Status</p> <p>● ● ●</p> <ul style="list-style-type: none"> <li>Comparison of Teacher Surveys of Confidence and Capabilities in Teaching Writing</li> <li>ATSL Teacher Development Continua</li> <li>Teachers utilising VCOP strategies evident in weekly and term planning documents</li> <li>VCOP Student Criterion Scales</li> <li>Teacher rubrics</li> <li>NAPLAN Writing data</li> <li>Teacher surveys</li> </ul>	<p>Budget Estimate</p> <p>VCOP Professional learning, including CRTs \$7500</p> <p>Literacy Leader 0.5 time fraction \$50K</p>	YTD
			May 2017				
			Ongoing				





	<p>results and other test measures of student achievement</p>			<p>comparisons of student Writing and explain how they made the judgement of achievement against the Victorian Curriculum levels, using annotated Writing samples as references</p> <ul style="list-style-type: none"> <li>• PLC Maturity Matrix will show improvement in all areas; teachers' capacity to work as a team</li> </ul>			
--	---	--	--	--	--	--	--



## Section 2: Improvement Initiatives Curriculum Planning & Assessment

STRATEGIC PLAN GOALS	[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]							
IMPROVEMENT INITIATIVE	<b>To improve literacy and numeracy outcomes for every student across the school</b>							
STRATEGIC PLAN TARGETS	[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] <b>To have all students deemed capable make at least one year's growth as indicated by AUSVELS in both Literacy and Numeracy - Effect size at least .8</b>  <b>Increase the percentage of students scoring 'high' in the NAPLAN relative growth trend: 0.8 over a two year period.</b>							
12 MONTH TARGETS	** 80% of students in Year 2-6 achieve expected level in Ethical Capability and Critical and Creative Thinking (Victorian Curriculum) [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. On-Demand data)] <ul style="list-style-type: none"> <li>12 months growth – in Speaking and Listening Teacher Judgements P-6</li> </ul>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of Impact	Estimate	YTD
Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice in Critical and Creative Thinking and Ethical Capabilities through teaching Philosophy.	<ul style="list-style-type: none"> <li>Introduce Philosophy/capabilities PD                             <ul style="list-style-type: none"> <li>Philosophy PL Team will present their 2016 project (draft) to staff:                                     <ul style="list-style-type: none"> <li>Scope and Sequence for teaching Philosophy, aligned with Vic Curriculum capabilities – Ethical Capability and Critical and Creative Thinking   <ul style="list-style-type: none"> <li>Trial Scope &amp; Sequence P-6. Teachers begin using the S&amp;S to plan their Philosophy lessons during Literacy, one hour per week</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Maree Brand and Philosophy PL Team	Term 1	6 months: <ul style="list-style-type: none"> <li>Philosophy Scope and Sequence completed</li> <li>Teachers assess against Ethical Capability in Mid - Year reports</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Judgements in Speaking &amp; Listening</li> <li>Teacher Judgements in Ethical capability</li> <li>Teacher Judgements in Critical and Creative Thinking</li> <li>Speaking &amp; Listening Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Judgements in Speaking &amp; Listening</li> <li>Teacher Judgements in Ethical capability</li> <li>Teacher Judgements in Critical and Creative Thinking</li> <li>Speaking &amp; Listening Rubrics</li> </ul>	Speech Pathology \$40K	
				12 months: <ul style="list-style-type: none"> <li>Teachers assess against Ethical Capability and Critical and Creative Thinking in End of Year Reports</li> <li>Teachers using Philosophy strategies evident in planning documents</li> <li>Observations by leadership team/Colleagues of Philosophy lessons; feedback given through use of rubric/criteria</li> </ul>				
	Speaking & Listening Assessment <ul style="list-style-type: none"> <li>2015 Project team present their Assessment Rubric for Speaking and Listening (S&amp;L)</li> <li>Classroom teachers trial Assessment Rubric for Speaking and Listening during Philosophy lessons</li> </ul>	Renee Dare	Term 1	6 months: <ul style="list-style-type: none"> <li>Teachers use the S&amp;L Rubric with a selected group of students to track progress in Philosophy lessons</li> </ul>				
				12 months: <ul style="list-style-type: none"> <li>Teachers use the S&amp;L Rubric with all students to track progress, during Philosophy lessons</li> </ul>				



## Section 3: Other Improvement Model Dimensions.

STRATEGIC PLAN GOALS	[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]	OTHER IMPROVEMENT MODEL DIMENSIONS	[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)]	STRATEGIC PLAN TARGETS	[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]	12 MONTH TARGETS	[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)]	MONITORING		Budget	
								KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN
[Drafting Notes report here the KS 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]	<div style="display: flex; justify-content: space-around;"> <span>●</span> <span>●</span> <span>●</span> <span>●</span> </div>	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]					
		TBA	TBA	12 months:	● ● ● ●						
				6 months:	● ● ● ●						
				12 months:	● ● ● ●						
				6 months:	● ● ● ●						
				12 months:	● ● ● ●						
				6 months:	● ● ● ●						
				12 months:	● ● ● ●						

Priority	Improvement model dimensions – note state-wide improvement initiatives pro bodded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	<p>[Drafting note For current AIP improve ment initiatives and/or dimensions, please provide a succinct and concise 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.]</p> <p><b>Initial</b></p> <p><b>Focused on student outcomes</b></p> <p>Teachers have a shared focus for improvement in student outcomes. School has clear learning goals that support agreed FISO priorities.</p> <p>Professional learning teams focus on improving student outcomes. Professional learning is student-centred by analysing the differences between what students are capable of achieving and actual student performance.</p> <p><b>Collaborative, involving reflection and feedback</b></p> <p>Professional learning teams are formalised and teachers work collaboratively to review and develop their practice.</p>



		<p>Teachers provide and receive planned, constructive feedback from peers, and school leaders to improve teaching practice</p> <p><b>Evidence-based and data driven to guide improvement and measure impact</b></p> <p>Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. They adapt their teaching to meet student needs.</p> <p><b>On-going, supported and fully integrated into the culture of the school</b></p> <p>The school periodically reviews the effectiveness of teaching and learning programs, and uses the information to plan extended opportunities for teachers to develop new and improved capabilities.</p> <p>Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.</p> <p>The school fosters a culture that values and supports ongoing professional learning and focused evaluation.</p> <p><b>6 Months</b></p> <p><b>12 Months</b></p>
<p><b>Curriculum planning and assessment</b></p>	<p>Yes</p> <p>2 - Evolving</p>	<p><b>Initial</b></p> <p><b>School readiness and preparation</b></p> <p>Principal has linked curriculum plan to the school's vision and values</p> <p>Staff have been led through an analysis of student achievement data and other evidence impacting curriculum to begin auditing the current curriculum using the VCAA self-assessment tool.</p> <p>Professional learning needs of staff and appropriate external support have been identified and resourced.</p> <p>The school explores the learning areas and capabilities, pedagogy, assessment and reporting are documented in a whole-school curriculum plan with some integration.</p> <p>School identifies and documents the preferred pedagogical practice.</p> <p><b>Development and documentation of the school's curriculum plan</b></p> <p>For consistency, teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum.</p> <p>A sequential curriculum plan is developed across each curriculum area, Year level, and the curriculum capabilities. It is trialed accordingly.</p> <p>School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students are considered.</p> <p>Appropriate professional learning is provided to build teacher capacity in curriculum planning and documentation.</p> <p>The leadership team encourages staff to participate and take ownership of curriculum planning and documentation.</p> <p><b>Using a holistic approach to curriculum, pedagogy, assessment and reporting</b></p> <p>Curriculum areas including learning areas and capabilities, pedagogy, assessment and reporting are documented in a whole-school curriculum plan with some integration.</p> <p>School identifies and documents the preferred pedagogical practice.</p> <p>Formative and summative assessments are included in the curriculum plan. The assessments are largely summative and identify standardised assessment activities at specific points in time.</p> <p>Teachers are expected to personalise learning within the overall curriculum plan, using a range of identified strategies.</p> <p><b>Monitoring and evaluating curriculum</b></p> <p>Principal involves all staff in the process of monitoring and reviewing the curriculum plan.</p> <p>Teachers engage in moderation of assessment tasks to ensure consistency and build capacity in assessment.</p>





**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.]

Each student on the Program for Students with Disabilities (13) has an Individual learning Plan. Support in class with Integration Aides is provided. The Assistant Principal coordinates, monitors, provides support and evaluates this program. Regular (each term) Program Support Group meetings are conducted with the Assistant Principal, teacher, aides, SSSO and parents. 30+ students have been identified with a Severe Language Disorder. A Speech Pathologist has devised an ongoing, sequential program that is administered by integration and multicultural aides. Each student has at least two x half hour sessions per week. The Speech Pathologist and Assistant Principal regularly assess and evaluate the program's efficacy and students' progress. Students come off the program when they are deemed ready by the Speech Pathologist following assessment.

High and low achieving students' learning needs are addressed within a personalised learning environment. Teachers regularly assess student learning and devise appropriate teaching and learning. Students within a learning centre (sub-school) are grouped according to ability for Literacy and Numeracy learning.

GRIN (Getting Ready in Numeracy) is an intervention program for students in Years 4-6 who are underachieving in Mathematics. Selected students work with an experienced teacher who prepares them for upcoming Mathematics lessons.

Intervention in Early Years Literacy is provided for Year 1 students who failed to reach the Foundation Reading Benchmark (Level 5) in 2016. At present, 7 students will have three hours of additional literacy learning with an experienced CT2 teacher.

The Breakfast Club operates every day for students who are at school between 7:45 and 8:45 am. Nutritious food is provided at no cost to the students. Funding is currently provided through Red Cross. After Term 2, the school will be negotiating with The Food Bank to support the program. The Breakfast Club is staffed by the Primary Welfare Officer (CT2) four days a week and Assistant Principal for one morning. Sandwiches made at school or in the Breakfast Club are often provided to students who do not have lunch. The Breakfast Club provides a no cost Before School Care for students and ensures that no child is hungry. The Breakfast Club also provides a calm and safe social setting for students before school.

An essential role of the Business Manager is to monitor and assess families' abilities to meet their financial commitments. The Business Manager discreetly tracks the CSEF funding, ensuring that no child foregoes educational experiences, such as excursions. For families who do not receive CSEF but have low incomes, she works with to devise payment plans. She sources second hand school uniform and provides access to State School's Relief when appropriate.

The school provides play equipment for students at recess and lunch time. As many students live in small homes and flats, often with very few of their own toys and games, they may borrow bicycles, cricket, croquet, skittles, various balls and sand play toys to use at school. The bicycles have proved to be very popular, with many students learning to ride. A designated safe area of the playground is used exclusively for "The Bikes".

The school provides a range of programs, such as: Life Ed; Footsteps dance; Singing programs; subsidized swimming program; student leadership and more, throughout the year that enhance school life, support student safety and wellbeing and create a positive learning environment.

Next Steps:



## 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 Continuum 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 AP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AP 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	
	<b>Building leadership teams</b>	Select	Select status	
Professional leadership	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
	<b>Empowering students and building school pride</b>	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
Positive climate for learning	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
Community engagement in learning	Parents and carers as partners	Select	Select status	
		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>				

