

Annual Implementation Plan: for Improving Student Outcomes

School name: **Black Hill Primary School**

Year: **2017**

School number: 2043

Based on strategic plan:2016 - 2019

Endorsement:

Principal **Donna Bishop**

13/ 12/2016

Senior Education Improvement Leader **Jenny Malberg**

[date]

School council [name]

[date]

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 student learning growth in English and Mathematics. To increase students' connectedness to school, motivation and involvement in their learning. To continue to provide an inclusive, safe and stimulating environment that promotes positive relationships within the school community. To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing. 	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.

Black Hill Primary School is in the second year of its strategic plan and the work that was begun in 2016 is ongoing. The basis for change has been initiated including the involvement of leadership in the PLC pilot program which aligned with a number of the strategic plan key improvement strategies. The school has gone a long way towards preparing for the introduction of the Victorian Curriculum and is now set to work on refining the assessment practices to support the planning. Much work was done in 2016 on the whole school teaching and learning approach to teaching mathematics and now a focus on English is required. This AIP reflects the next step in achieving the strategic plan goals.

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"> KIS 1: Further develop the capacity of staff to effectively identify, analyse and evaluate data to inform consistent whole school, team level and individual planning and teaching practices. KIS 3: To develop, implement and embed a whole school teaching and learning approach to English and Mathematics.
Building Practice Excellence	<ul style="list-style-type: none"> KIS 2: Develop a sustainable and rigorous team log process within each PLT KIS 4: To investigate New Pedagogies for Deep Learning to engage and challenge students using digital technology.
Positive Climate For Learning	<ul style="list-style-type: none"> KIS 1: Investigate and implement a whole school approach to building wellbeing and resilience.



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 improve student learning growth in English and Mathematics.																																																														
IMPROVEMENT INITIATIVE		Curriculum planning and assessment																																																														
STRATEGIC PLAN TARGETS		AUSVELS / Victorian Curriculum All children will demonstrate 12 months or higher growth in their learning based on the Victorian Curriculum or for students at risk or PSD students their Individual Learning Plan (ILP) goals. NAPLAN Increasing percentage of students achieving medium to high growth on NAPLAN relative growth reports in Reading, Writing and Number. Year 3 to 5 Relative Growth Benchmark 2015 <table border="1"> <thead> <tr> <th>Domain</th> <th colspan="2">2015</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th></th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>59.6%</td> <td>21.5%</td> <td>56.9%</td> <td>20.7%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>51.5%</td> <td>9.1%</td> <td>64.4%</td> <td>6.8%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td>48.4%</td> <td>20.3%</td> <td>55.2%</td> <td>12.1%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Domain	2015		2016		2017		2018		2019			M	H	M	H	M	H	M	H	M	H	Reading	59.6%	21.5%	56.9%	20.7%							Writing	51.5%	9.1%	64.4%	6.8%							Number	48.4%	20.3%	55.2%	12.1%						
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KIS 1: Further develop the capacity of staff to effectively identify, analyse and evaluate data to inform consistent whole school, team level and individual planning and teaching practices.	<ul style="list-style-type: none"> Continue to build the capacity of staff to understand, analyse and implement agreed essential assessment tools. (Teachers know their impact) Equity:\$4367.00.00 (8801) Equity: \$7700 Quicksmart 	Curriculum Leaders School Improvement Team	Dec 2017	6 months: assessment schedule is in place and consistent implementation of assessment tools is actioned.	● ● ●																																																											
				12 months: An online assessment tracker is identified through research of available tools and in place for term 2 of 2017. Equity:\$4385.00	● ● ●		\$4367.00	\$7700.00																																																								
KIS 2: Develop a sustainable and rigorous Inquiry improvement cycle team log process within each PLT	<ul style="list-style-type: none"> Develop Team PLT mentors leadership capacity through coaching. Equity: \$26 768.00 Coaching Effectively use and evaluate Inquiry improvement cycle and Team Logs protocols and processes. 	Danni Stephens PLT Mentors	June 2017	6 months: Two cycles of the inquiry improvement cycle are completed and the data collected shows improvement in student outcomes. Improved consistency in the implementation of the inquiry improvement cycle is reported by PLT leaders	● ● ●			\$26768.00																																																								
				12 months: Four to five cycles of the inquiry improvement cycle are completed and the data collected shows improvement in student outcomes. The inquiry improvement cycle is implemented consistently across all PLT's.	● ● ●																																																											

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To improve student learning growth in English and Mathematics.						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		AUSVELS / Victorian Curriculum All children will demonstrate 12 months or higher growth in their learning based on the Victorian Curriculum or for students at risk or PSD students their Individual Learning Plan (ILP) goals. NAPLAN Teaching and Learning To document an Instructional Model for Black Hill that outlines how we differentiate and personalise student learning. To improve scores in Student Attitudes to School Survey for: <ul style="list-style-type: none"> Teacher Effectiveness benchmark 2014: 4.31 Stimulating Learning benchmark 2014: 4.03 To improve scores in Parent Opinion Survey <ul style="list-style-type: none"> Stimulating Learning benchmark 2015: 5.81 General satisfaction benchmark 2015: 5.85 						
12 MONTH TARGETS		Student Attitudes to School Survey		Benchmark	2016	2017	2018	2019
		Teacher Effectiveness		4.31	4.10			
		Stimulating Learning		4.03	3.69			
		Parent Opinion Survey						
		Stimulating Learning Parent Survey		5.81	5.78			
		General satisfaction		5.85	5.86			
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
KIS 3: To develop, implement and embed a whole school teaching and learning approach to English and Mathematics.	<ul style="list-style-type: none"> Develop Curriculum leaders' capacity to lead improved instructional practice. 	School Improvement Team	Term 2 2017	6 months: Inquiry model in practice across all PLT's and data shows improved student growth.	● ● ●			
				12 months: Inquiry model in practice across all PLT's and data shows improved student growth.	● ● ●			
	<ul style="list-style-type: none"> Use and evaluate the agreed instructional teaching and learning model. 	School Improvement team	Term 3 2017	6 months: Peer classroom observation data show agreed model in practice	● ● ●			
				12 months: Student Feedback survey shows agreed instructional model in practice	● ● ●			
	<ul style="list-style-type: none"> Use and evaluate the guaranteed and viable curriculum F-10, ('I can' statements) linked to the Victorian Curriculum 	Curriculum leaders School improvement Team		6 months: English I can statements completed	● ● ●			
				12 months: All curriculum areas have I can statements in line with Victorian curriculum	● ● ●			
KIS 4: To investigate New Pedagogies for Deep Learning to engage and challenge students using digital technology.	<ul style="list-style-type: none"> Professional development for staff, students and parents on the use of Digital technologies within the classroom as learning and teaching tools. Equity: \$15 000.00 PD (Paula Shaw		6 months: Professional learning on digital technologies is in the newsletter and professional learning session offered each term for parents	● ● ●			
				12 months: Professional learning on digital technologies is in the newsletter weekly and professional learning session offered each term for parents on areas of need.	● ● ●		\$15000.00	
	<ul style="list-style-type: none"> Staff complete e-potential survey 	Paula Shaw		6 months: All teaching staff complete the e-potential survey	● ● ●			
				12 months: E-potential survey data shows increased level of skill for all staff	● ● ●			
	<ul style="list-style-type: none"> Digital Learning Leader supports teacher development in the use of digital technologies via the SAMR model. 	Paula Shaw		6 months: Professional learning on digital technologies is minuted in PLC meetings and on the agenda at least once a month.	● ● ●			
				12 months: Professional learning on digital technologies is minuted in PLC and PLT meetings and on the agenda at	● ● ●			



				least once a fortnight.			
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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To continue to provide an inclusive, safe and stimulating environment that promotes positive relationships within the school community.																																																												
OTHER IMPROVEMENT MODEL DIMENSIONS		Setting expectations and promoting inclusion																																																												
STRATEGIC PLAN TARGETS		<p>To improve scores in Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> Student Motivation 2014 benchmark 4.54 Student Morale 2014 benchmark 5.32 Student Distress 2014 benchmark 5.41 <p>Decrease average of student and staff absence Student: 2015 benchmark 16.2 mean days / student Staff: 2015 benchmark 5.49 mean days / staff</p> <p>To improve scores in Staff Opinion Survey – Staff Safety and Wellbeing for:</p> <ul style="list-style-type: none"> Staff Safety and Wellbeing Consultation and Participation 2015 benchmark 70.6 Build Resilience and a Resilient Supportive Environment 2015 benchmark 69.52 																																																												
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KIS 1: Investigate and implement a whole school approach to building wellbeing and resilience.	• Implement the Personal and Social capabilities curriculum.	Classroom Teachers	Term 1 2017	6 months: Personal Social Capabilities is evident in the first twenty days teaching and learning program	● ● ●																																																									
				12 months: Personal Social Capabilities is evident in the teaching and learning program across curriculum areas.	● ● ●																																																									
	• Develop a toolkit for students to have the skills to develop optimism and positive self-regulating behaviour.	Wellbeing Team	Term 4 2017	6 months: Resilience, Rights and Respectful relationships learning materials are evident in the PLT teaching and learning program. Resilience, Rights and Respectful Relationships	● ● ●																																																									
				12 months: Resilience, Rights and Respectful relationships learning materials are evident in the PLT teaching and learning program and student feedback demonstrates that they have been taught these skills.	● ● ●																																																									
	• Develop a matrix of expected behaviour	Wellbeing	Term 1	6 months: Consultation on the matrix is completed with	● ● ●																																																									



	for key areas of the school.	Team	2017	staff, parents and students			
				12 months: the Matrix is visible and known by all staff, students and parents as evident in survey conducted by learning advisors.	● ● ●		
	• Develop and implement explicit teaching of social and emotional learning.	Wellbeing Team	Term 2 2017	6 months: Resilience, Rights and Respectful relationships learning materials are evident in the PLT teaching and learning program. Resilience, Rights and Respectful Relationships	● ● ●		
				12 months: Resilience, Rights and Respectful relationships learning materials are evident in the PLT teaching and learning program and student feedback demonstrates that they have been taught these skills.	● ● ●		
	• Develop and implement strategies to increase the connectedness of the school community to the wider community.	Pam	Term 4 2017	6 months: Strategies for increasing the connectedness are identified and tracked.	● ● ●		
				12 months: parent input on the Parent opinion survey improves from the 2016 score of 5.44	● ● ●		
	• Define and implement school/ staff procedures to ensure common practices of mental health management.	Penny and Donna	Term 2 2017	6 months: Staff are provided with information about managing their personal health and wellbeing and this is minuted on the PLC agenda	● ● ●		
				12 months: School Staff Safety and Wellbeing: Staff Psychological Safety: Module component scores for Supports the psychological health and safety of staff members increases to 73	● ● ●		



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	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	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	Yes	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:				