Annual Implementation Plan: for Improving Student Outcomes

School name: Port Melbourne Primary School   Year: 2017

School number: 2932   Based on strategic plan: 2015-2018

Endorsement:

Principal   Peter Martin   Senior Education Improvement Leader   Sarah Burns

School council President Annette Maloney

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
To improve student learning growth for all students in English and Mathematics. **To increase student connectedness with their learning.** **To promote a greater engagement of students in their own learning.** **To improve student connectedness to peers.** **To implement a more distributed model of leadership**   ● **To increase the access to ICT within the school**

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:
...plain 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 ...ess against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Port Melbourne Primary School has selected as its Improvement Initiative ***Excellence in Teaching and Learning: Building Practice Excellence***.   Enrolments have doubled over the past five years, and, as a result, the school has a relatively inexperienced staff, and, and, because of this growth and with a number of staff taking extended leave, has been appointing up to eight new teaching staff to the school each year. This high rate of change in personnel make it imperative that the school has very clearly defined policies and practices governing the development and delivery of curriculum in the school.

In line with the School Strategic Plan, the school is embedding a Professional Learning Community culture during 2017 while implementing a new Instructional Model. The school is also implementing a new distributive leadership structure in 2017 to empower more young leaders to facilitate the implementation of these initiatives. Staff Opinion Survey data from 2016 clearly identify that staff want more support from the school leadership in implementing the curriculum initiatives set out in the School Strategic Plan. The new distributive leadership structure, the embedded Professional Learning Community culture, and the implantation of the new Instructional Model, will continue to Build Practice Excellence in 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):**

Excellence in Teaching and Learning: Building Practice Excellence	**High level collaborative pedagogical practice:**
	    - of Learning Objectives and Success Criteria through an embedded instructional model
	    - of Social and Emotional Learning
	    - in Digital technologies.

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 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.
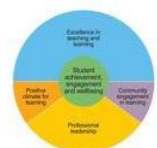
STRATEGIC PLAN GOALS	**To improve student learning growth for all students in English and Mathematics** **To increase student connectedness with their learning.**
IMPROVEMENT INITIATIVE	**Excellence in Teaching and Learning: Building Practice Excellence**
STRATEGIC PLAN TARGETS	• **100% of Year 5 matched cohort students deemed capable, will be assessed above the NMS in Reading, Writing and Numeracy.** • **Matched cohort growth in NAPLAN will be at least 2.0 in English and Maths** • **The percentage of students in Year 5 assessed in Bands 7 and 8 will increase:** **Reading: From 45% to 55%** **Writing: From 40% to 45%** **Numeracy: From 40% to 45%** • **The percentage of students assessed by their teachers as performing above standard in Reading, Writing and Number at years 3-6 will be +/- 3% of the students achieving above standard as indicated on at least 2 data sets (NAPLAN/On Demand/PAT etc)**
12 MONTH TARGETS	• **100% of Year 5 matched cohort students deemed capable, will be assessed above the NMS in Reading, Writing and Numeracy.** • **Matched cohort growth in NAPLAN will be at least 2.0 in English and Maths** • **The percentage of students in Year 5 assessed in Bands 7 and 8 will increase:** **Reading: From 45% to 53%** **Writing: From 40% to 44%** **Numeracy: From 40% to 44%** • **The percentage of students assessed by their teachers as performing above standard in Reading, Writing and Number at years 3-6 will be +/- 2% of the students achieving above standard as indicated on at least 2 data sets (NAPLAN/On Demand/PAT etc)**

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA		MONITORING		
				What are the measures for the leadership/teachers? **To be developed in consultation with staff in 2017.**	Progress Status	Evidence of impact	Budget	
							Estimate SRP Expenditure	YTD
High level collaborative pedagogical practice: - of Learning Objectives and Success Criteria through an embedded instructional model	Introduction of Instructional Model: Late Semester 1 Professional growth for Learning objective and Success criteria: Semester 2 Middle and Senior Leadership team's professional growth for learning objectives and success criteria PDP's PDP's include a goal focused on the KIS	**LT Curriculum**, AP's LT Sub-School Leaders All Staff	Semester 1 & 2	6 months: 100% Middle and senior school leaders will be able to articulate what learning objectives are and what success criteria are and the impact these have on the classroom	● ● ●			
				12 months: 100% Staff will be able to articulate what learning objectives are and what success criteria are and the impact these have on the classroom ALL classroom and specialist teachers will be producing planners that include learning objectives and success criteria At least 80% of students will be able to clearly articulate the Learning Objective and Success Criteria for specific learning tasks	● ● ●			
High level collaborative pedagogical practice: - in Digital technologies.	ICT equipment deployed to all staff Professional growth for staff in ICT and eSmart PDP's include a goal focused on the KIS Survey staff	**AP**, ICT Action Team All Staff		6 months: Mid year PDP reviews, indicate that 100% of teaching staff have made satisfactory progress towards their individual digital technologies goal 12 months: Staff eSmart Digital Literacy survey to show an increase of 50% in staff knowledge and understanding of digital literacy in Qs 2 & 3 **100% of students achieve cyber safety status as measured against school**				

				endorsed assessment standards within the appropriate program for their level				
High level collaborative pedagogical practice: - of Social and Emotional Learning	Professional growth for staff on Bounce Back and the Victorian Curriculum capabilities PDP's include a goal focused on the KIS	**LT wellbeing**, Kidsmatter Action Team All Staff		6 months: 100% of classroom teachers provide evidence of Social and Emotional Learning in their planning 70% of classroom teachers are able to articulate and provide the effects of the social and emotional learning of two students in their PDP reviews 12 months: 100% of classroom teachers provide evidence of effective Social and Emotional Learning in their planning 100% of classroom teachers are able to articulate the effects and provide evidence of the social and emotional learning of two students in their PDP reviews				

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Section 4: Annual Self-Evaluation

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	2 - Evolving	**Initial** ***Seeking feedback*** *Schools encourage teachers to seek suggestions from experienced colleagues about how to improve their teaching (Emerging only)* ***Focused on student learning*** *Teachers use assessment information to evaluate and identify gaps in student learning following programs of teaching.* ***Involving inquiry, practice and technique in collaboration with other teachers*** *Schools create time for teachers to collaborate together to develop their evaluative skills i.e. in developing, implementing and evaluating approaches to assessment and teaching.* *Teams monitor the impact of discrete teaching strategies on learning, and adapt teaching to advance students' progress.* ***Extended opportunities for professional learning*** *Schools periodically review the effectiveness of teaching and learning programs, and use the information to plan extended opportunities for teachers to develop new and improved capabilities. This includes reviewing actual changes in practice and how these are embedded and sustained following formal professional learning programs.* **6 Months** **12 Months**
	Curriculum planning and assessment	No	3 - Embedding	**Initial** *Teaching teams regularly update their knowledge of curriculum content and how to teach it effectively. They operate teams that research and plan teaching strategies based on the different ways that students think about specific content areas as well as student diversity in ability and in cultural, racial, ethnic and social backgrounds. The teams also observe, review and evaluate the effectiveness of different approaches.* *Teachers use appropriate formative and summative tools to evaluate student learning, to give frequent individual feedback, and to review and adjust goals with students and their families*

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				6 Months **12 Months**
	Evidence-based high impact teaching strategies	No	2 - Evolving	**Initial** *Teachers generally use high-impact teaching strategies, such as discussing learning goals and progress with students, designing structured lessons that review prior learning and introducing key objectives, designing group tasks around learning goals, and checking for students' understanding.* *Schools set aside time for teachers and instructional leaders to work together to understand and model effective teaching strategies.* **6 Months** **12 Months**
	Evaluating impact on learning	No	2 - Evolving	**Initial** *Teaching teams work together using assessment data to monitor students' learning and progress as part of regular lesson planning and review.* *This includes providing and adapting learning programs that involve student and parent/carer feedback to improve learning outcomes and meet the needs of all students.* *Schools share learnings within and between teaching teams and departments* **6 Months** **12 Months**
Professional leadership	**Building leadership teams**	No	2 - Evolving	**Initial** *Leaders organise or lead professional learning, using their instructional expertise. Role descriptions for Leading Teachers and experienced teachers clearly reflect their leadership roles in facilitating professional learning and capacity building in the school. Leaders connect new teachers with experienced peers for support and coaching. They encourage teachers to try out new approaches and to learn from them.* *Leaders model and reinforce high standards for interactions across the school community, and create an environment that protects instructional time.* **6 Months** **12 Months**
	Instructional and shared leadership	No	2 - Evolving	**Initial** *Informal leadership teams often make key decisions and also coordinate implementation across the school.* *Leaders use their expertise to guide the instructional program of the school, and to identify and foster effective teaching practice.* *Leaders provide time and resources for teacher collaboration. They encourage teachers to use student data to review the impact of their teaching approaches.* **6 Months** **12 Months**

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	Strategic resource management	No	3 - Embedding	**Initial** *Leaders evaluate students' learning needs to inform recruitment and targeted allocation of teaching and support expertise. They prioritise resourcing for personnel, facilities and programs against key learning goals in a transparent way.* *Leaders review and share important achievements and learnings with the whole school community.* **6 Months** **12 Months**
	Vision, values and culture	No	2 - Evolving	**Initial** *Leaders assess the learning goals of the school, and the effort required to achieve them, to determine how to allocate resources. They recruit personnel and change roles and responsibilities of current personnel to best meet the school's objectives.* *Leaders also direct necessary resources towards ensuring these learning goals can be successfully met.* *Leaders publically celebrate the successes of the school.* **6 Months** **12 Months**
Positive climate for learning	**Empowering students and building school pride**	No	2 - Evolving	**Initial** *Schools build positive relationships with students, and set high expectations for their learning – including encouraging students to set their own learning goals.* *Students can influence school policies and programs of learning through formal processes such as opinion surveys and student councils.* **6 Months** **12 Months**
	Setting expectations and promoting inclusion	No	2 - Evolving	**Initial** *Schools expect teachers to create a positive learning environment that promotes wellbeing and celebrates diversity. Schools develop teachers' positive behaviour management skills that help students to self-regulate. They have strategies to minimise and address disruptive behaviour.* **6 Months** **12 Months**
	Health and wellbeing	No	2 - Evolving	*Schools teach discrete social and emotional learning skills. The curriculum promotes a positive self-identity and students are taught self-management strategies.* *Teachers are trained to recognise indicators of potential mental health issues experienced by students (e.g. anxiety, withdrawn behaviour, negative thinking), and in strategies to promote positive thinking and behaviour.*

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				Schools give consideration to the wellbeing of all personnel.
				6 Months
				12 Months
	Intellectual engagement and self-awareness	No	2 - Evolving	**Initial**
				Teachers have high expectations and set targets for students, based on assessment of their learning needs. They support students to know the steps they need to take to reach these goals, and how they will see the progress they are making.
				Schools work towards a positive and respectful learning environment. Schools have in-school, project-based initiatives to support students at risk of disengagement. **6 Months**
				12 Months
Community engagement in learning	**Building communities**	No	2 - Evolving	**Initial**
				Schools discuss with parents/carers their respective roles in their children's education, including information events and parent teacher conferences. They create effective communication channels, and identify barriers to parental engagement.
				Schools work with community partners to access specific learning experiences, support and resources (intellectual or physical) not available within the school. They establish links with services that promote positive health and wellbeing of students and teachers, and that support specific, individual needs. **6 Months**
				12 Months
	Global citizenship	No	2 - Evolving	*Schools create opportunities for students to regularly engage with young people from other cultures, and develop inclusive values and perspectives. Programs involve students learning from international students about their respective cultures.* **6 Months**
				12 Months
	Networks with schools, services and agencies	No	2 - Evolving	**Initial**
				Schools work with community partners to access specific learning experiences, support and resources (intellectual or physical) not available within the school. They establish links with services that promote positive health and wellbeing of students and teachers, and that support specific, individual needs. **6 Months**
				12 Months

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	Parents and carers as partners	No	3 - Embedding	**Initial** *Schools establish common strategies, expectations, rules and guidelines for student learning and behaviour in school and at home, and ensure there are regular discussions about students' progress.* *Schools provide resources for parents/carers to support home learning through specific evidence-based activities* **6 Months** **12 Months**