

Annual Implementation Plan: for Improving Student Outcomes

School name: Lalor North Primary

Year: 2017

School number: 5035

Based on strategic plan: 2016-2019

Endorsement:

Principal Clare Read 20.3.17

Senior Education Improvement Leader David Kilmartin

School council Lalor North Primary 20.3.17

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 foster a curiosity that broadens literacy and numeracy achievement To foster high levels of students engagement and connectedness to their learning To promote students who are resilient, demonstrate attitudes and behaviours consistent with the school values, and have a focus on their 'personal best' To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, 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.

In the second year of the School Strategic Plan Lalor North Primary School will continue to develop practice excellence with a particular focus on Mathematics and continuation of work undertaken in the areas of reading and writing. In 2016 the Mathematics team, undertook the Bastow 'Leading Mathematics' program, and in doing so assessed the needs of both teachers and students. A revised approach to planning for mathematics, based on building teacher capacity to teach key concept areas will be implemented in 2017.

Analysis of school data, and in particular the difference between NAPLAN and teacher assessment data, highlights the need to build teacher capacity to accurately assess student outcomes. Assessment against the continua for school improvement for both 'building practice excellence' and 'curriculum planning and assessment' demonstrates a need for development of collaborative practices. Student attendance will also require a more rigorous focus in 2017, based on data from 2016.

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"> A consistent approach to teaching Mathematics, including a 'Vision for excellence in teaching of Mathematics' will be developed including what it looks like in classroom practice, lesson structure and the rationale for the approach Teacher professional learning in teaching of numeracy will be undertaken. This will be a whole school developmental approach to key concepts, leading to consistent approaches throughout the school and supported by peer observation/mentoring processes The current teaching processes in reading and writing will be embedded and extended Teacher knowledge about the teaching of oral language and teaching students with English as an Additional language within the classroom will continue to be developed.



<p>Curriculum planning and assessment</p>	<ul style="list-style-type: none"> • Planning and teaching will be audited against the Victorian Curriculum requirements • Use of data will be improved and more rigorous moderation will take place at the team and whole school level to ensure accurate judgement against the Victorian Curriculum progression points • Use of data will be refined to ensure that student growth is accurately tracked and that learning is differentiated sufficiently, particularly for students who will benefit from extension. • Structure and core purpose of teaching teams will be revised to ensure that teachers collaboratively <ul style="list-style-type: none"> ➢ update their knowledge of curriculum content and how to teach it effectively. ➢ research and plan teaching strategies based on the different ways that students think about specific content areas. ➢ observe, review and evaluate the effectiveness of different approaches.
--	---



Framework for Improving Student Outcomes

Published: February 2016



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		<ul style="list-style-type: none"> To foster a curiosity that broadens literacy and numeracy achievement To foster high levels of students engagement and connectedness to their learning 						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> Building Practice Excellence 						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> All deemed capable students will make at least one Victorian Curriculum level progress every year, as measured by teacher judgement. The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools The percentage of students below National Minimum Standard as measured by NAPLAN at grades 3 and 5 will decrease to 0. The percentage of year 5 students performing in NAPLAN bands 7 and 8 will increase by 25% from 2015 figures. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> 95% of deemed capable students will make at least one Victorian Curriculum level progress every year, as measured by teacher judgement. The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools The percentage of students below National Minimum Standard at grades 3 and 5 will decrease to 3% The percentage of year 5 students performing in NAPLAN bands 7 and 8 will increase by 7% from 2016 figures. Component score for collective efficacy in the staff survey to match that of all primary schools 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
A consistent approach to teaching Mathematics, including a 'Vision for excellence in teaching of Mathematics' will be developed including what it looks like in classroom practice, lesson structure and the rationale for the approach	Establish and document instructional model /shared pedagogical approach for mathematics, through work of 'Leading Mathematics' team Assessment tasks in mathematics, both formative and summative are documented and formalised across the school	Assistant Principal and Leading Mathematics team members	End of 2017	6 months: Documented instructional model in draft form Assessment tasks documented for first two terms based on scope and sequence	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: Documented instructional model in place and staff are implementing agreed approaches to teaching and learning Assessment tasks are documented in preparation for implementation in 2018	● ● ●			
Teacher professional learning in teaching of numeracy will be undertaken.	Whole school developmental professional learning, based on key 'big ideas', and linking with planning of units of work, led by LM team Professional learning linked to practice through planning and observations (by both peer and leaders)	A.P. and Leading Mathematics team members	Throughout year	6 months: Two units of work have been planned based on developmental continuum across school, as a learning task	● ● ●			
				12 months: Collaborative learning teams using professional learning to plan based on developmental continuum.	● ● ●			



The current teaching processes in reading and writing will be embedded and extended	Targeted coaching and modelling of consistent strategies for the teaching of reading and writing across the school, with a particular focus on differentiation and extending students above the level	Leading teacher for literacy	Ongoing coaching program	6 months: Teachers across school implementing strategies as modelled by coaching. Impact of coaching seen in classrooms. Documentation of classroom planning reflects practice occurring	● ● ●			
	Ongoing review of planning and documentation, and consistency with classroom practice	Principal and leadership team		12 months: Small group differentiated reading strategies apparent in planning and classroom practice on a consistent basis across school, including extension strategies Documentation of planning reflects consistent approach across school	● ● ●			
Teacher knowledge about the teaching of oral language and teaching students with English as an Additional language within the classroom will continue to be developed.	Whole school professional learning program in oral language/speaking and listening approaches, with a specific focus on EAL students	A.P. and oral language team, EAL specialist	End of Term 3	6 months: Evidence of increasing awareness and improved planning for speaking and listening, through documentation and classroom practice.	● ● ●			
	Implement oral language program across prep – 2		End of Term 1	12 months: Increased capacity of staff to develop students oral language skills is evident in planning and classroom practice	● ● ●			
	Refine teaching and assessment of speaking and listening 3-6		End of Term 3	Oral language program evident in classroom practice				
	Involvement in Refugee Education Support Program, including professional learning for teachers		Ongoing	Greater differentiation in planning and assessment for speaking and listening across the school in evidence, leading to improved outcomes				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To foster a curiosity that broadens literacy and numeracy achievement To foster high levels of students engagement and connectedness to their learning 						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> Curriculum planning and assessment 						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> All deemed capable students will make at least one Victorian Curriculum level progress every year, as measured by teacher judgement. The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools The percentage of students below National Minimum Standard as measured by NAPLAN at grades 3 and 5 will decrease to 0. The percentage of year 5 students performing in NAPLAN bands 7 and 8 will increase by 25% from 2015 figures. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> 93% of deemed capable students will make at least one Victorian Curriculum level progress every year, as measured by teacher judgement. The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools The percentage of students below National Minimum Standard at grades 3 and 5 will decrease to 3% The percentage of year 5 students performing in NAPLAN bands 7 and 8 will increase by 7% from 2016 figures. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Planning and teaching will be audited against the Victorian Curriculum requirements and for consistency across the school	Regular evaluation of planning by Leadership Team Specific professional learning in digital technologies Auditing of term planning against curriculum requirements	Leadership team	Ongoing	6 months: Teachers have developed greater confidence and there is evidence of planning/teaching for Victorian Curriculum capabilities Digital technologies are being planned and taught throughout school, in line with scope and sequence document	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: The Victorian Curriculum is evident in planning documentation/assessment, consistently across the school	● ● ●			
Use of data will be improved and more rigorous moderation will take place at the team and whole school level to ensure accurate judgment against the Victorian Curriculum progression points	Moderation process developed in 2016 to be consistently implemented across the school, including across languages Revised data tracking program in place and being used in Collaborative Learning Team meetings.	Collaborative Learning Team leaders	In place by end of Term 2	6 months: Evidence of use of collaborative team meetings to moderate and assess student work Improvement in consistency of teacher judgement in evidence for reading, writing and number	● ● ●			
			In place by end of Term 2	12 months: Minutes of moderation meetings are evident and clear expectations at each standard established Revised system used for tracking of data across the school Teacher judgement more consistent with data sets such as NAPLAN	● ● ●			
Use of data will be refined to ensure that student growth is accurately	Assessment approaches for languages refined to meet the requirements of bilingual program students	Bilingual program leaders	End of Term 4	6 months: Revised reporting to parents in place for languages (Greek, Macedonian), showing specific expectations for students at Lalor	● ● ●			



tracked and that learning is differentiated sufficiently, particularly for students who will benefit from extension.	Differentiation supported through class and team planning including learning logs with a focus on students above expected standard	Leadership team and CLT leaders		North in bilingual programs				
				Evidence of increased use of data in team meetings, and teachers have greater evidence on which to base planning				
Structure and core purpose of teaching teams will be revised to ensure that teachers collaboratively update their knowledge of curriculum content and how to teach it effectively. research and plan teaching strategies based on the different ways that students think about specific content areas. observe, review and evaluate the effectiveness of different approaches	Whole school professional learning re collaborative practice, and revised planning processes, to be consistent across the school Consistent model/ cycle for planning and assessment through CLTs developed for whole school and being used CLT leaders (P-2, 3-4 and 5-6) to be mentored by LTs and Principal class, and provided leadership development opportunities Leadership team monitoring and evaluation of effectiveness of teams Clear goals established for PDPs for all staff members based on collaborative approach to planning and assessment	Principal with Leadership team	February 2017	6 months: Revised planning processes evident across all teams Collaborative approach to planning and assessment cycle understood by teachers CLT leaders are involved in ongoing mentoring All staff members have a goal in PDP relating to collaborative practice	● ● ●			
			In place, end of Term 1	12 months: Planning documentation reflects consistency across school, which is also reflected in classroom practice Teams operating effectively and used for development and refinement of teaching strategies CLTs used to review teaching practices	● ● ●			
		Principal with Leadership team	Established by End of Term 1					
		Principal	Ongoing					
			End of February					



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To foster high levels of student engagement and connectedness with their learning To promote students who are resilient, demonstrate attitudes and behaviours consistent with the school values, and have a focus on their 'personal best' 							
OTHER IMPROVEMENT MODEL DIMENSIONS	<ul style="list-style-type: none"> Setting expectations and promoting inclusion 							
STRATEGIC PLAN TARGETS	<p>To maintain Attitudes to School Survey teaching and learning factor mean scores at levels similar to those recorded in 2015 (and at least above four on the five point scale and above the state median of all school scores)</p> <p>To maintain the Student Attitudes to School survey mean scores for the following measures above the state median for all school scores</p> <ul style="list-style-type: none"> Classroom behaviour (and above four on the five point scale) Connectedness to peers (and above four on the five point scale) <p>Student safety</p>							
12 MONTH TARGETS	<ul style="list-style-type: none"> To maintain Attitudes to School Survey teaching and learning factor mean scores at levels similar to those recorded in 2015 (and at least above four on the five point scale and above the state median of all school scores) Percentage of students with 20 or more absence days to be reduced to a maximum of 20% 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Enhance student agency and engagement in their learning through</p> <ul style="list-style-type: none"> setting of goals and providing of timely and constructive feedback the use of technologies and student directed learning 	<p>Implementation of goal setting processes and feedback processes consistently across the school</p> <p>Continued professional learning to be delivered re Feedback based on John Hattie, Visible Learning model for feedback.</p> <p>Student Action Team building leadership and engagement of younger students through lunchtime activity and forums</p>	<p>School Improvement Team led by Principal</p> <p>TBC</p>	<p>End of Term 4</p> <p>By End of term 2</p>	<p>6 months:</p> <p>All students have clear learning goals and are able to articulate these</p> <p>Teachers have an clear knowledge of feedback model and students receive feedback on a regular basis, based on this model</p> <p>Student Action Team are implementing lunchtime activities</p> <p>Teachers demonstrate improved knowledge of/ capacity with Digital Technologies curriculum</p>	<p>● ● ●</p>	<p>[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p>		
	<p>Professional learning planned and implemented for teaching staff in Digital Technologies curriculum based on long term plan developed in 2016</p>	<p>Digitech coordinator</p>	<p>Termly plan developed for PL, by end of Term 1</p>	<p>12 months:</p> <p>Consistent goal setting processes documented and in place across the school</p> <p>Feedback to and between students is documented with plans in place for trials of cross-school approach in 2018.</p> <p>Student action team are visibly leading lunchtime engagement leading to reduction of lunchtime incidents in yard.</p> <p>Digital technologies curriculum being implemented in classrooms and students assessed accurately against this.</p>	<p>● ● ●</p>			
<p>Further build parent and community engagement</p>	<p>Use of RESP program after school club to reinforce links established in 2016</p>	<p>A.P. / EAL specialist</p>		<p>6 months:</p> <p>Targeted parents attending after school club with children on</p>	<p>● ● ●</p>			



with improving student learning	Implement parent surveys from a broader range of groups and use data to inform action	Principal		weekly basis, leading to improved engagement with school Parent surveys undertaken and data collected.				
				12 months: Community engagement increased in targeted group, beyond the program itself. Assessment shows improved learning outcomes for students in targeted program. Key actions documented based on parent input to engage community further with school.	● ● ●			
Continue with strategies and actions designed to promote increased attendance	Ensure consistent implementation of revised processes Specific processes to be developed for students at risk of low attendance Whole school strategies based on 'Every Day Counts' to be continued and strengthened and developing parent understanding of the importance of consistent attendance	Student Wellbeing Coordinator	Beginning Feb 2017	6 months: Individual attendance plans in place for students with ongoing attendance and lateness concerns. Processes for monitoring attendance are consistent and understood by parents. Approach to attendance is consistent.	● ● ●			
				12 months: Data shows overall improvement in unauthorised absences, and reduction in authorised absences and lateness.	● ● ●			
Develop and consistently implement a framework for student management across the school	Review revised yard processes based on feedback from staff and students Chosen Social and Emotional Learning Program is revised to include Respectful Relationships and Protective Behaviours elements (Child Safe Standards) Revise anti –bullying policy and processes Respect Ambassadors 'train the trainer model' fully implemented to achieve sustainability.	A.P. A.P. SWC RAP Program coordinator	End Term 2 In place by end of Term 3 By End of Term 3 End of Term 4	6 months: Staff following agreed approach leading to calmer yard and reduction in required intervention. Revised SEL program is documented and staff training has occurred to provide confidence in teaching approaches. Anti- bullying policy document has been reviewed. Respect Ambassadors program parent awareness sessions undertaken and feedback received.	● ● ●			
				12 months: Consistent approaches to behaviour support documented for the yard and out of classroom situations. Revised social and emotional learning curriculum is being taught across the school. Revised anti-bullying processes in place and being used by staff	● ● ●			



				<p>and students.</p> <p>Respect Ambassadors Program fully implemented and community show awareness of the program. Student data from in school survey shows that program is effective for supporting younger students.</p>				
--	--	--	--	--	--	--	--	--



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	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.]
	Curriculum planning and assessment	Select	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	Select	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]				
Considerations for 2018:				

