

Annual Implementation Plan: for Improving Student Outcomes

School name: MANIFOLD HEIGHTS PRIMARY SCHOOL

Year: 2017

School number: 4224

Based on strategic plan: 2014-2016

Endorsement:

Principal: **Barry Rowland**

February 2017

Senior Education Improvement Leader: **Robyn Hollis**

February 2017

School Council President: **Gwyn Morrison**

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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To foster the achievement of high quality educational outcomes for all students in all curriculum areas, with a particular focus on increasing learning growth in literacy and numeracy. To improve the engagement of students in their learning and in their connectedness the school. To create a safe, orderly secure learning environment for the whole school community and where students become confident, responsible and independent learners. To effectively, efficiently and fairly manage resources to deliver the best possible educational experiences and outcomes for all students. 	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.

- Many factors contribute to a students' academic performance, including individual characteristics, family and neighbourhood experiences. But research suggests that among school-related factors, teachers matter most. Professor John Hattie's research, so widely regarded, shows that teachers can make a difference despite other circumstances that may impede learning. He found that some teachers have far more impact than others on their students' learning – hence our focus on building and enhancing teacher practice, sharing and collaborating in teams, reducing variability across classrooms and implementing a school wide endorsed instructional model (which is based upon research, best practice and has embedded high impact classroom strategies). We aim to further develop the capacity of our Professional Learning Teams (PLT) to share and extend agreed teacher practice in 2017, using the DET funded Professional Learning Communities (PLC) program to drive this work further. Two emerging areas of challenge for our staff are the greater impact required from utilising 'Words Their Way' re improving spelling outcomes across the school and introducing practices from the introduction of VCOP / Big Write to lead to enhanced student achievements in writing in particular. Curriculum alignment and modifications re Victorian Curriculum will be a yearly focus, as staff will be required to report against these outcomes. The PLC approach will lead a greater concerted and strategic effort around teacher observation and feedback.
- In 2017 we will be introducing a pilot iPad 1:1 Device program into our Senior (Grade 5-6) community and this has initiated planning around a whole of school agreed ICT curriculum and pedagogy implementation program, in line with the new Victorian Curriculum Digital Technologies Learning Area.
- Supportive and inclusive schools foster connectedness and engagement with learning. At Mano we seek to further ensure that our school motto (Unleashing Potential) and values (Respect, Safety and Responsibility) are embedded into everyday practices and interactions. We aim to more effectively work across our community to implement a shared approach to supporting health, wellbeing, inclusion and engagement of all students. An ongoing emphasis on School Wide Positive Behaviour Support (SWPBS) needs to extend into the 2017 school year, to see further enhancements and the embedding of practice across the school. The need for addressing proactively the promotion of positive mental health and implementing a model for this has emerged – hence our participation in the 'Resilience Project' for 2017. This has been jointly endorsed by our proactive School Council and staff teaching teams. Working towards a capacity for all students to set challenging learning and aspirational goals, monitor and evaluate progress independently is the objective.



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.	<p>Explicit teacher capacity building –</p> <ul style="list-style-type: none">• Teachers teach to each individual student’s point of need, through the effective use of assessment, feedback and a differentiated curriculum.• A whole school focus on providing an innovative learning environment for students which includes a focus on Digital Technologies
Setting expectations and promoting inclusion.	<ul style="list-style-type: none">• To implement a consistent positive behaviour strategy – building a whole school community culture based on making the values inherent in SWPBS framework explicit for students, staff and parents.• To develop and strengthen student confidence, independence and resilience.

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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.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To foster the achievement of high quality educational outcomes for all students in all curriculum areas, with a particular focus on increasing learning growth in literacy and numeracy. To improve the engagement of students in their learning and in their connectedness the school. To create a safe, orderly secure learning environment for the whole school community and where students become confident, responsible and independent learners. To effectively, efficiently and fairly manage resources to deliver the best possible educational experiences and outcomes for all students. 							
IMPROVEMENT INITIATIVE		Building practice excellence.							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Expected student progression of twelve months or more, from an established starting point. <ul style="list-style-type: none"> In Literacy – reading and Viewing, Writing, and Speaking and Listening. All staff (ES and Teaching) have rigorous, measurable goals and targets embedded in their performance plans, based on data and student learning outcomes. 							
12 MONTH TARGETS		All students to achieve at least 12 months growth in Spelling (PAT Spelling and South Australian Spelling test) and Writing (VCOP criterion scale / Victorian Curriculum). To increase 'high growth' to at or above State Performance levels in Spelling / Number / Writing, in NAPLAN testing.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Explicit teacher capacity building – Teachers teach to each individual student's point of need, through the effective use of assessment, feedback and a differentiated curriculum.	A1 Develop and implement a coaching model	All staff.	Terms 1, 4.	6 months: - A1 Staff self assess using the Continua for School Improvement Version 2 – Evidence-Based high-impact strategies - A2 COMPASS investigated and being used by all staff, PLTs and Leadership Team (re learning growth tracking). - A3 Teaching in Spelling is differentiated for students based on data from the Words Their Way Spelling Inventory and is used to group the students at their individual learning needs. - A4 VCOP Professional Development attended by staff Term 2. - A4 Big Write Day implemented across the school.	● ● ●	All staff complete pre (Term 1) and post (Term 4) self-assessment tool and participate fully in PLC coaching cycle.	\$3,000.		
	A2 To use an online data management system, to readily access and use data at team, cohort, class and individual levels.	Reports / COMPASS coordinator and all staff.	Term 1 and ongoing.						Staff routinely uploading data according to Assessment Schedule to central data collection (COMPASS).
	Literacy A3 Continuation of a whole school spelling approach using 'Words Their Way'.	Led by Literacy and PLT leaders and all PLT teams.	Weekly in Term 1 and ongoing.						Improvement in the NAPLAN Spelling, PAT Spelling (3-6) and SA Spelling Test (Prep - Juniors) Improvement in Spelling Inventory results from Term One to Three.
	A4 Implementation of Big Write and VCOP (Vocabulary, Connectives, Openers, Punctuation).		Term 2 pupil free day to initiate and						Full implementation of the VCOP program in all classrooms/work programs and term planners.
						VCOP \$5,500 (Equity funds).			



	<p>Numeracy. A5 Numeracy moderation sessions twice per term. A5 Numeracy moderation folders established and Victorian Curriculum</p> <p>PLT / PLCs. A6 PLC processes developed with a foci of coaching for all staff</p> <p>A7 All staff to complete two cycles per term of an Inquiry Change Challenge Cycle</p>	<p>PLT teams / Leaders.</p> <p>Led by Numeracy Leaders.</p> <p>PLC team with all staff.</p>	<p>then ongoing. Each term.</p> <p>Each term.</p>	<ul style="list-style-type: none"> - A4 VCOP Anchor Charts displayed in each classroom and added to regularly. - A4 A student writing sample to be collected for moderation against the VCOP criterion Scale. - A5 Planning is aligned with Vic Curriculum - A5 Work samples for Moderation Folders collected - A5 Rubrics developed in Number for Levels - A6 Formation of a PLC team (following 2016 PD participation). - A6 Ongoing training and support for PLC Instructional Leaders. - A6 Documentation PLT protocols for weekly operations, PLC role descriptions and protocols for observation and feedback. Agreed collaboratively by all staff. - A7 Term One –All staff involved in reverse coaching cycle teacher observation and feedback program. - A7 Term Two – All staff participate in teacher observation and feedback program, with support of Instructional Leaders. - A7 Timetables are established to allow for the implementation of the teacher release for observation and feedback cycle. 	<p>Improved student outcomes against VCOP Writing Criterion Scale and Victorian Curriculum.</p> <p>Term planners reflect Vic Curriculum Moderation Folders published and disseminated Rubrics developed for moderated tasks based on the Victorian Curriculum.</p> <p>PLC maturity matrix school audit results shows a shift from Evolving to towards Excelling.</p> <p>A cycle of observation and feedback embedded by all staff.</p> <p>Agreed protocols documented.</p> <p>Term 4 Staff self-assessment against the 'Evidence based High Impact Strategies', reflect growth.</p> <p>Timetables established and budgets reflect support for these.</p>		
	<p>12 months:</p> <p>Improved Staff DET annual survey data, across all Teaching and Learning components.</p> <p>The Big Write cycle established across the school. Cold Writes embedded in the Assessment Schedule Moderation folders utilised by staff for assessment of student writing.</p> <p>A student writing sample to be collected in Term Three and Term Four for moderation against the VCOP criterion Scale and Victorian Curriculum.</p> <p>Documentation created reflecting alignment of VCOP and Victorian Curriculum (Writing), in support of moderated teacher assessments.</p>	<p>Leading Teacher and Literacy Leaders.</p> <p>Term 3 and 4.</p>		<p>● ● ●</p> <p>Improved Staff DET annual survey data, across all Teaching and Learning components.</p> <p>Big Write /Cold Writes completed.</p> <p>Students' Writing reflecting improvement in the student writing as moderated against the Moderated Folder Writing Samples.</p> <p>Documentation completed and published.</p>			



<p>A whole school focus on providing an innovative learning environment for students which includes a focus on Digital Technologies.</p>	<p>A8 Implement ICT practices, aligned with Victorian curriculum.</p>	<p>Leadership Team, ICT coordinator and Senior Team.</p>	<p>Terms 1 and 2.</p> <p>End of terms 2 and 4.</p>	<p>6 months:</p> <ul style="list-style-type: none"> - A8 Staff survey completed – e-learning - A8 Active implementation of this plan, with staff accountable via weekly shared Work Planners and PDP requirements. - A8 5/6 teachers will be reporting against Digital Technologies outcomes. 	<p>● ● ●</p>	<p>ePotential survey reflects improved staff capabilities and pedagogy in the use of ICT.</p> <p>Mid and End of Year reports will reflect student learning in Digital Technologies.</p>		
	<p>A9 Implementation of a one to one device program in the Senior Department. (Pilot in 2017)</p>	<p>Leadership Team, ICT coordinator and Senior Team.</p>	<p>Ongoing.</p> <p>Each term.</p> <p>End term 2.</p> <p>Weekly planners.</p>	<ul style="list-style-type: none"> - A9 Analysis of senior student’s iPad usage (curriculum areas, apps, hours per week, homework). Term Two and Term Four - A9 School visits by Senior Team to other schools re iPad 1:1 programs. - A9 Student /parent feedback survey completed mid-year to research iPad usage and satisfaction. - A9 Evidence of an innovative Senior Team weekly planning, which focuses on iPad pilot program introduction and implementation. 		<p>Excel spreadsheet presented to represent usage patterns.</p> <p>The use of ICT embedded in supporting improved student outcomes in the Senior classes.</p> <p>Student/Parent Feedback Survey to show improvement in usage and satisfaction</p> <p>Weekly planners to reflect a variety of innovative methods to support the learning of students across the curriculum.</p>	<p>CRT costs = 4 staff x ½ days x 4 terms.</p>	
			<p>Term 3.</p>	<p>12 months:</p> <ul style="list-style-type: none"> - Team planners document ICT skill development and usage in -line with the Victorian Curriculum: Preps, Juniors, Middles and Seniors. - Staff Meeting (2 per term) sharing sessions re ICT related pedagogy. - Improved teacher pedagogy around the implementation of Digital Technologies. - Student /parent feedback survey completed end of year to research iPad usage and satisfaction. - Pupil free day allocated to support staff visits to exemplary schools re Digital Technology programs. 	<p>● ● ●</p>	<p>Documentation completed and published on Staff Drive</p> <p>Improved teacher pedagogy as reflected in the elearning survey.</p> <p>Feedback survey completed and data reflecting usage and satisfaction.</p> <p>Teachers implementation of Digital Technology in Work Program of programs/teaching ideas as explored by school visits</p>	<p>4th pupil free day for 2017.</p>	

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To foster the achievement of high quality educational outcomes for all students in all curriculum areas, with a particular focus on increasing learning growth in literacy and numeracy. To improve the engagement of students in their learning and in their connectedness the school. To create a safe, orderly secure learning environment for the whole school community and where students become confident, responsible and independent learners. To effectively, efficiently and fairly manage resources to deliver the best possible educational experiences and outcomes for all students. 							
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion.							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> By 2017, the School Mean for the Attitudes to School and the Parent Opinion Survey, will show improvement in the following measures: <ul style="list-style-type: none"> Student Connectedness (at or above 4.48 on A.T.S) School Connectedness (at or above 5.98 on P.O.S.) Student Motivation (at or above 4.45 on A.T.S) School Motivation (at or above 5.89 on P.O.S.) By 2017, the School Mean for the Attitudes to School and the Parent Opinion Survey, will show improvement in the following measures: <ul style="list-style-type: none"> Classroom Behaviour (at or above 3.38 on A.T.S) Classroom Behaviour (at or above 5.13 on P.O.S.) Consistent protocols are embedded across the school to support the 'SWPBS' framework. 							
12 MONTH TARGETS	Grade 5 and 6 Student Attitudes to School survey data trending positively – especially re Connectedness, motivation and behaviour. Parent Opinion survey data trending positively – especially re Connectedness, motivation and behaviour.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
<p>SWPBS (School Wide Positive Behaviour Support):</p> <p>To implement a consistent positive behaviour strategy – building a whole school community culture based on making the values inherent in SWPBS framework explicit for students, staff and parents.</p>	<p>B1 Language from the Matrix embed in community and referenced daily in classrooms</p> <p>B2 Develop classroom lessons to support weekly foci and further embedding of SWPBs in all classrooms.</p> <p>B3 Development and implementation of a 'Teacher SWPBS matrix'.</p> <p>B4 Embed 'Parent SWPBS matrix' across the school community</p> <p>B5 Student incidents are recorded on the behaviour tracking program.</p>	<p>Led by SWPBS team.</p> <p>All staff.</p> <p>Led by SWPBS team.</p> <p>All staff.</p> <p>All staff.</p>	<p>Ongoing.</p> <p>Term 1.</p> <p>Term 2.</p> <p>Terms 1 and 2.</p> <p>Ongoing throughout 2017.</p>	<p>6 months:</p> <ul style="list-style-type: none"> B1 Weekly SWPBS foci published and classroom lessons are supporting student learning as this is embedded across school, across all classrooms. B2 Documented classroom lessons and tasks that address the weekly foci B3 Staff matrix implemented. B3 Evident Teacher alignment with the staff matrix. B4 Parent interactions to regularly connect with matrix (investigate 'post card' home – school linkage). B5 Recorded student incidents in the yard during recess and lunchtimes – as recorded by Yard Duty staff. 	<p>● ● ●</p>	<p>Weekly and Term planners to reflect Matrix.</p> <p>Resources published re specific lessons to support each foci.</p> <p>Staff matrix documentation.</p> <p>Decline in recorded student incidents in the yard during recess and lunchtimes across the year – as recorded by Yard Duty staff.</p>	<p>Estimate</p>	<p>YTD</p>



	B6 Development around SWPBs agreed approaches for 'Tier 2 students' by mid-year and 'Tier 3' by end of term 3.			<ul style="list-style-type: none"> - B6 Tier 2 and 3 related processes and procedures developed and used. Staff awareness of 'check in / check out' processes created, with subsequent implementation for identified individual students. 		Processes and procedures documented, endorsed and actioned.		
				<p>12 months:</p> <p>Enhanced SWPBS documentation.</p> <p>DET community surveying completed, reflecting positive trending.</p> <p>Lunchtime programs established.</p>	● ● ●	<p>Documentation published and referenced.</p> <p>Survey reflecting positive trending</p> <p>Reduced behaviour incidents, especially in the yard during recess and lunchtimes</p>		
To develop and strengthen student confidence, independence and resilience.	B7 Implement 'The Resilience Project'	Ande Santilli / Leadership Team / School Council.	<p>Full Staff PD session 31/1/17.</p> <p>Parent info session early term 1.</p> <p>Workshops for all students in term 1.</p>	<p>6 months:</p> <ul style="list-style-type: none"> - B7 Sessions conducted as per schedule for school community members – staff, parents and students across all year levels. - B7 Improved teacher practice in the classroom: introduction of activities as per professional development sessions. - B7 School based student attitudes to school survey to be administered (early term 2 as for previous 2 years). 	● ● ●	School based student attitudes to school survey data (completed early term 2 in each of the last 2 years) to reflect an initial positive impact of Resilience Project introduction.		
	B8 Implement Mindfulness Program.	Alicia Wakeman / all staff.	Term 1.	<ul style="list-style-type: none"> - B8 How to implement Mindfulness in a Classroom, Professional Development for all staff, conducted at Staff Meetings. All classrooms to subsequently develop displays and a designated quiet area. 		Scheduled whole of school Mindfulness daily sessions implemented.		
		All staff.	Across the year.	<ul style="list-style-type: none"> - B8 All teachers participating in 2-5 minutes of mindfulness daily after lunch. Bell rings to signify the beginning and completion of mindfulness. 		Classes commencing more effectively after recess and lunchtimes each day.		
		Teaching teams.	Team meetings.	<ul style="list-style-type: none"> - B8 Ideas and resources shared via team meetings. 		Resources uploaded to Staff Public for all staff to access		
		Leadership team.	Initiated in Term 2.	<ul style="list-style-type: none"> - B8 Development of Mindfulness related parent programs. 		Parent programs and information implemented and published on Website/Newsletter.		
				<p>12 months:</p> <p>Whole of school community participating in 2-5 minutes of mindfulness twice a day. This will take place both after recess and lunch periods each day. A bell will ring to signify the beginning and completion of mindfulness.</p>	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	2017 – Year of School Review for Manifold Heights Primary School.							
OTHER IMPROVEMENT MODEL DIMENSIONS	Creation of school goals and targets, with corresponding strategies to achieve these over the next 4 years.							
STRATEGIC PLAN TARGETS	School Review conducted during terms 2 and 3, 2017.							
12 MONTH TARGETS	Self-evaluation completed, broad community consultation achieved, new Strategic Plan developed.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Collating and evaluating school practice and data, for an effective School Review and the development of the next School Strategic Plan.	Self evaluation report completed.	L'ship Team.	Mid term 2	6 months:	● ● ●			
	'Reviewer' appointment process followed.	P, AP, SEIL.	Mid term 2					
	'Challenge partner' appointment process followed.	P, AP, SEIL.	Mid term 2					
	Dates set for 'Review 2 days'.	L'ship Team.	Late term 2.	12 months:	● ● ●			
	Panel days 1 and 2 conducted, aligned to DET requirements.	Review team.	Mid term 3					
	Reviewer Report received, shared with staff and School Council.	P, AP, SEIL.	Late term 3					
New Strategic Plan developed and shared with school community.	P, AP.	Early term 4						



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]				
Next Steps:				

