

Annual Implementation Plan: for Improving Student Outcomes

School name: **KANANOOK PRIMARY SCHOOL**

Year: **2017**

School number: 5418

Based on strategic plan: 2016-2019

Endorsement:

Principal **Michael Block** March 2017

Senior Education Improvement Leader **Stan Szuty** March 2017

School council **Jenny McCulloch**

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	✓
ACHIEVEMENT To ensure that all students achieve optimum learning growth in English and Mathematics	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
WELLBEING To provide a safe, inclusive and stimulating environment in order that all students have a positive learning experience	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:	
Our 2016-2019 School Strategic Plan goals are focused on the “Excellence in Teaching and Learning” improvement priority. The initiatives of ‘Building Practice Excellence’ and ‘Curriculum Planning and Assessment’ have been selected as a logical progression from our work in 2016. For 2017 the major work of our AIP will fall under the strategic directions of Achievement and Wellbeing. Our work will focus on improving our ability to select and use appropriate assessment data to inform our planning and teaching to ensure that all students achieve optimum learning growth in English and Maths, with major focus on reading. Alongside this, our ability to build excellent teaching practice by focusing on providing a safe, inclusive and stimulating environment in order that all students have a positive learning experience will also be a key focus.	
Key improvement strategies (KIS)	
Improvement initiative:	Key improvement strategies (KIS)
Curriculum Planning and Assessment	<ul style="list-style-type: none"> Implement a balanced assessment schedule that includes quality assessments to ensure that student learning is tracked and monitored across the school Continue to implement the agreed pedagogical model for reading across the school. To complete and implement a Victorian Curriculum Document P-6
Building Practice Excellence	<ul style="list-style-type: none"> Establish practices to include student feedback in teaching quality and personal learning development Extend the culture of the restorative operating domains through an agreed, consistent and detailed peer observation and feedback approach Embed evaluative capabilities and practices across all learning teams



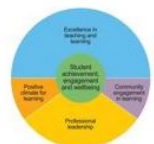
Section 2: Improvement Initiatives

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 ensure that all students achieve optimum learning growth in English and Mathematics						
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		To ensure that a minimum of 75% of students in make medium to high learning growth in Reading and Mathematics based on matched cohort data for years 3 to 5						
12 MONTH TARGETS		60 % of students achieving middle to high growth in Reading Mathematics data will be prioritised in Year 3 and 4 of the Strategic Plan						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
Estimate	YTD							
Implement a balanced assessment schedule that includes quality assessments to ensure that student learning is tracked and monitored across the school <i>School-wide achievement data is analyzed. Student backgrounds and the needs of particular cohorts of students inform curriculum planning.</i>	Provide teachers with expectations for continuous reporting and tracking of students progress using a Reading Penseive (CAFÉ reading journal, paper or electronic)	Curriculum Co-ordinator	Term 1	6 months: All staff can provide evidence of their Reading Penseive All assessments for semester 1 have been completed and evidence provided EOI data analysed and program designed accordingly Staff to have visited local network schools	● ● ●		\$1800 Xuno and Accelerus Light	
	Teachers to track student progress and cohorts of children using the Accelerus Light Data Tracking Facility	All teachers	Term 2 and ongoing					
	Develop guidelines as to which assessments to be included as part of the Data Tracking Program.	Curriculum Teams	Term 2	12 months: NAPLAN Policy has been produced NAPLAN results have been used to inform planning for 2018 in reading and writing Teachers are using the updated Scope and Sequence for Assessment and Reporting All teachers are familiar with the Accelerus Light Data Tracking Facility and use it in their planning. Greater collegiality and professional links to Network Schools	● ● ●		English Online Release \$600	
	Teachers to use Insight Portal to perform assessment tasks and analyse data	All teachers	Ongoing					
	A NAPLAN team to be established to analyse and plan accordingly.	Curriculum Team	Term 1					
	Update the school's Scope and Sequence for Assessment and Reporting	Curriculum co-ordinator	Term 3					
	Analysis of the English Online Interview by Speech Therapist to discover baseline data for the Prep cohort	Speech Therapist	Term 1					
Active involvement in the Northern Peninsula Network for share teaching models and teaching		Term 2						
Continue to implement the agreed pedagogical model for reading across the school. <i>Teachers are collectively</i>	Continue to plan and deliver staff workshops to establish a high level of competency in teachers ability to articulate the strategies for each of the CAFÉ reading proficiencies.	Curriculum Co-ordinator	Ongoing	6 months: Teachers can articulate most of the strategies used to implement the CAFÉ reading approach Teachers can match children's needs when reading to a CAFÉ strategy. Teachers can match tasks to the strategies when taking small workshop groups. Teachers continuously update benchmarking data and pass this onto the reading support teachers	● ● ●		Professional Learning Budget Allocation	
	To use data gathered from reading observations to select focus groups and plan related activities for whole class and small group teaching sessions.	All staff	Weekly					
		All staff	Ongoing					



<p>responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.</p>	<p>To consolidate the Daily 5 pedagogical model of teaching in Reading</p> <p>Visit schools with highly developed and implemented pedagogical models (Daily 5/CAFÉ reading)</p> <p>Include Daily5/CAFÉ discussions on level meeting agendas once per fortnight</p>	<p>Curriculum co-ordinator</p> <p>Curriculum Co-ordinator</p>	<p>Term 2</p>	<p>Visit to a high performing school in regards to their implementation of Daily 5 in Years 5/6</p> <p>Minutes of level meetings reflect discussion regarding the Pedagogical model being implemented</p> <p>Teachers reflect on their progress in CAFÉ and Daily 5 using the Learning Ladder established in 2016</p>			
			<p>Fortnightly</p>	<p>12 months:</p> <p>Teachers can articulate all of the strategies used to implement the CAFÉ reading approach</p> <p>All classrooms are furnished with book cases to display books in a visually attractive and organised way.</p> <p>All staff are competent in maintaining classroom resources to continually engage students in the Daily 5 pedagogical model of teaching.</p> <p>Final reflection using the Learning Ladder of teacher progress.</p>	<p>● ●</p> <p>●</p>		
<p>To review and implement the Victorian Curriculum Document P-6 that was drafted in 2016</p> <p><i>The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning.</i></p>	<p>Teachers will work in curriculum areas and stages of learning teams to monitor and review the curriculum document, in particular the Four Capabilities, English and Science.</p> <p>Standardised unit and Term planning templates will be revised. Lesson planning templates will be investigated and trialled</p> <p>Trial and investigate the implementation of a Kid's Kitchen Science Program.</p> <p>Active involvement in the Northern Peninsula Network for share teaching models and teaching</p>	<p>Curriculum co-ordinator with teams.</p>	<p>Fortnightly</p>	<p>6 months:</p> <p>The Four Capabilities will be documented and included in the Curriculum Document</p> <p>Review of Science/Kid's Kitchen will have commenced</p>	<p>● ●</p> <p>●</p>		
			<p>All staff</p>	<p>Term 2</p>	<p>12 months:</p> <p>Science will be reviewed and the Kid's Kitchen/ Science program will be established</p>	<p>● ●</p> <p>●</p>	
		<p>Science Leader</p>	<p>Term 1 Year 3/4 Term 2 Year 5/6 Term 3 Year P/1</p>	<p>Annual review of all curriculum policies and programs will be completed.</p>			

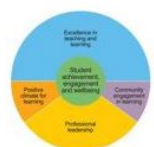


Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To provide a safe, inclusive and stimulating environment in order that all students have a positive learning experience							
IMPROVEMENT INITIATIVE		Building Practice Excellence							
STRATEGIC PLAN TARGETS		Ensure that the school records indicate lower punctuality incidents based on previous baseline data							
12 MONTH TARGETS		Ensuring parent opinion of the school 'Wellbeing' domains remains beyond state means for each year of the strategic plan Learning Gain: 10% improvement in reading growth from 2016, up from 50% to 60% Participation: Average absence days per child below 18 Teacher Judgement: An average of one year of growth for each student in Reading assessed in relation to the Victorian Curriculum. Parent Opinion Survey: Wellbeing domains remain beyond the state means Attitudes to School:							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Establish practices to include student feedback in teaching quality and personal learning development <i>The school provides students with regular opportunities to give feedback on their learning experiences to inform the work of leaders, the practice of teachers and the school's improvement agenda</i>	Establish regular "Student Voice" sessions and report back to School Council	Principal	Monthly	6 months: SRC minutes recorded and presented Student Voice sessions held	● ● ●		Real School 3 year expense Approx. \$20 000		
	Formalise the SRC meetings and class visits by writing minutes and presenting these to the School Council.	SRC Leader/Sarah Fountain	Fortnightly	Trialled goal setting and evaluation in Years 2-4 for maths					
	Refine the use of goal setting and evaluation during Mathematic Sessions in Years 2-4.	All staff	Term 2 and ongoing	12 months: Children are proficient in placing teachers in to an operating domain using the 20 point scale.	● ● ●				
	Build student capacity in understanding the Operating Domains so children can provide quality feedback to teachers in regard to teacher performance as Firm but Fair operators.	All staff	Term 2-4	Formal presentation at School Council by Student Leaders to present student voice results.					
	Undertake the "My School" survey	All staff	Term 2	Used the Survey Results to reflect on teacher practice and adapt practice accordingly.					
Extend the culture of the restorative operating domains through an agreed, consistent and detailed peer observation and feedback approach, in order to continue our work in building a "Restorative Community" <i>Professional learning teams are formalised and teachers work collaboratively to review and develop their practice. Tams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.</i>	Curriculum Day organised for "Real Schools"	Principal	Term 1	6 months: Curriculum Day and follow up sessions held by Adam Voight.	● ● ●				
	Professional Development in the use of the Operating Domains	Principal	Term 1/2	Subscriptions updated					
	Subscription to the Real Schools Website for professional development material		Ongoing	Viewing of video clips during meeting times					
	Monthly PD using the Real School's Website (Video Clips at staff meetings/level meetings/briefings)	Leadership	Monthly	Implementation of a system to engage teachers in the use of affective statements and interactions.					
	Establish a peer observation time line and protocols for feedback in regards to using the Restorative Framework Continuum: * affective statements * affective interaction * small impromptu conference * Large group Circles * Formal conference	Leadership	Term 2	12 months: Teachers using affective statements and interactions daily. Teachers can articulate their operating domain at any particular point in time Peer observations carried out in regards to teacher practice involving the operating domains. The Restorative Practices Action Plan fully	● ● ●				



	<p>Adam Voight to establish one whole-staff meeting to view the Real Schools Webinar recording "Restorative Classrooms"</p> <p>Adam to attend and conduct Teacher Coaching (1 hour in classrooms and 1 hour presentation on classroom circles)</p> <p>Real Schools In-Class Support Day to be conducted</p> <p>The leadership team to present and guide the staff in the implementation of the Kananook Primary School Student Engagement Plan. See Restorative Practices Action Plan 2017 for further actions to be implemented.</p>	<p>Leadership</p> <p>Adam and staff</p> <p>Adam and staff</p> <p>Leadership</p>	<p>Term 2</p> <p>Term 2</p> <p>TBA</p> <p>ongoing</p>	<p>implemented.</p> <p>Teachers Programming for the explicit teaching of Restorative Practices.</p> <p>The Student Engagement Plan is fully implemented.</p>				
<p>Embed evaluative capabilities and practices across all learning teams</p> <p><i>Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.</i></p>	<p>Revisit the e5 Instructional Model of Teaching for the purpose of evaluating it as a suitable model for Kananook.</p>	Leadership	Term 2	6 months: Resources to support e5 have been located and distributed	● ●			
	<p>Scheduled meetings to revisit the restorative principles outlined in the Student Engagement Plan</p>	Welfare Leader	Term2-4	Meetings timetabled to discuss the restorative principles	●			
	<p>Review Student Engagement and Wellbeing Policy with restorative intent</p>	Welfare Leader and Education Leader	Term 2	Experiment with the use of the IBP's using the restorative approach				
	<p>IBP's established for identified kids by teams of teachers</p>	As needed	As needed	12 months: Student Engagement and Wellbeing Policy has been reviewed and ratified by Council.	● ●			
	<p>Student rewards and recognition are linked to values, resilience and appropriate social behaviours across the whole school.</p>	Welfare Leader	Term 3	IBP's have been implemented for at risk children regarding their behaviour.	●			
	<p>Preparation and Response Circles being used explicitly across the whole school.</p>	All Staff	Commence in Term 2	Evidence of Preparation and Response Circles in every classroom.				
<p>Preparation and Response Circles being used explicitly across the whole school.</p>	Welfare/Curriculum Leader	Fortnightly	Decision made as to the implementation of e5, or looking for alternative models for 2018					



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:				



