

Annual Implementation Plan: for Improving Student Outcomes

School name: Talbot PS

Year:2017

School number:0954

Based on strategic plan: 2017 - 2020

Endorsement:

Principal: Sharon Ranger [date]

Senior Education Improvement Leader: Ben Johnstone-Mccloud

[date]

School council: Wendy Taylor [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 maximise student learning growth with particular reference to Literacy, Numeracy and Science. To build a culture of intellectual engagement where student voice and self-motivation are developed through a strong learning model. To develop a whole school approach towards student well-being that builds learning confidence, resilience and perseverance. 	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.

The new Strategic Plan focusses significantly on building teacher capacity to personalise student learning to a much greater degree. To do this the school needs to build a culture of structured and targeted feedback for both staff and students. The ultimate aim is for students to be much more involved in tracking, planning and reflecting on their learning, with teacher support. It is vital that our students see the benefit of strong educational outcomes on their future.

At Talbot PS:

- Students start school well below benchmarks, so we need to make sure we are working effectively, targeting and meeting student needs to ensure they improve by at least 1 Victorian Curriculum level (or equivalent) every year.
- There is an extremely broad range of student ability within each class
- We have developed a strong team planning culture but need further work to embed consistent instructional models across the school
- We have worked hard on improving student engagement, safety and a developed a whole school approach to wellbeing and discipline. We now need to review & build on this.
- Data has identified a greater need for student voice.



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	Build teacher capacity to implement an agreed instructional model across the school, which will have feedback as a major component. Design and implement a differentiated and personalised curriculum specific to the school.
Setting Expectations and Promoting Inclusion	Develop a scope and sequence with a whole school approach to ethical learning and values.

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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	To maximise student learning growth with particular reference to Literacy, Numeracy and Science.
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	<p>Student Outcomes: Whole school average student data improvement to show at least one year's growth in each calendar year as measured by:</p> <ul style="list-style-type: none"> • NAPLAN cohort growth yr 3-5 • On Demand Yrs 3-6 • Victorian Curriculum teacher judgements <p>Koorie outcomes: all Koorie students will have at least 90% attendance Involvement with outside agencies: Relevant outside agencies attend at least 80% of SSG's Staff opinion survey: Academic emphasis overall score to be consistently above 80% Teacher collaboration whole school mean to remain above 85% Parent & community involvement whole school mean score to be above 80% Collective Focus on student learning whole school mean to remain above 90% Parent opinion survey: Stimulating learning whole school mean to remain above 6.0 Learning focus whole school mean to be above 6.0</p> <p>Teacher Performance and Development plans will have a goal specifically aimed at building their capacity through peer feedback and coaching. Whole school instructional model will be in place that builds effective instruction and incorporates personalising learning for students.</p> <p>Staff opinion survey: Teaching and Learning Setting objectives and providing feedback score to be at or above 80% FISO: To be in the embedding phase of Building Practice Excellence – Collaborative, involving reflection and feedback</p> <p>Attitudes to school: Learning confidence score to be consistently above 4.3 Student motivation, teacher effectiveness and teacher empathy to be consistently above 4.5 Stimulating learning to be consistently above 4.2 Student Outcomes: As above School-based Wellbeing surveys to show positive climate.</p>
12 MONTH TARGETS	<p>Minimum of 1Yrs's average growth across the school 90% of Koorie students to have above 90% attendance Some of the relevant agencies attend at least some of the scheduled SSG meetings Staff opinion survey indicators listed to show a 5% improvement/remain above 90% Attitudes to school indicators to improve, not continue to decline Teacher Performance and Development plans will have a goal specifically aimed at building their capacity through peer feedback and coaching. Whole school instructional model will be in place that builds effective instruction and incorporates personalising learning for students.</p>

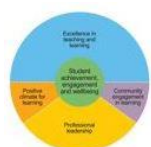


KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.	<ul style="list-style-type: none"> Investigated possible instructional models by: Consulting with other schools Researching commercial models Define what is an instructional model, what area is it for, what is the expectation around implementation Develop a plan for implementation Protocols for coaching conversations, observations, feedback to be formalised and consolidated Coaching observations to be focussed on specific elements of instructional models being trialled Map stages of practice implementation FISO (continua of practice) Specific instructional models Trialled and evaluated 	Leadership	See success criteria.	6 months <ul style="list-style-type: none"> Agreed on an instructional model, what is it , what do we want to be part of it Records of coaching conversations Coaching observation recording sheet reviewed and updated as required 	● ● ●			
		Whole staff		12 months <ul style="list-style-type: none"> Implementing agreed instructional model Classroom observations occurring every week in every class Follow up conversations and reflections occurring within the week of each observation Coaching conversation records show targeted feedback reflected in curriculum planning Leadership team meetings are happening at least once a fortnight 	● ● ●			
Design and implement a differentiated and personalised curriculum specific to the school.	<ul style="list-style-type: none"> Research and discuss current examples of personalised learning based practices Outside agencies to be involved in developing ILPs where appropriate. Outside agencies to attend SSG meetings where appropriate. Student involvement in personal learning goal setting and reflection. Weekly and term planners to reflect the range of abilities within each class. Older students discuss content for the year/term and work with teachers to decide what areas are to be focussed on. Regular focus on student data in staff and/or curriculum meetings Review current scope and sequence documents/tracking documents and add to/modify as appropriate Review of Learning Intentions to ensure that they reflect specific student learning for that session. 	Whole staff Sharon, teachers Sharon	See success criteria	6 Months <ul style="list-style-type: none"> School has an agreed definition of what personalised learning is School has identified what's going to be different in classes/teaching when personalised learning in place. What specific elements will we see in planners and during lessons? These will need to be age and developmentally appropriate. Staff will have identified current concerns/perceived barriers Teacher PDP goals to reflect a focus on student voice, goal setting and students' personal reflection Term planners to include at least one level above and one level below the expected levels for the students Extension and support activities identified in weekly planners Outside agencies invited to attend SSG meetings where appropriate 	● ● ●			
		Teachers		12 Months <ul style="list-style-type: none"> Weekly planners reflect (not contain) student's personal learning needs and goals. Older students involved in preparing for term planning Current scope and sequence documents to have a greater level of local content – what do we do at Talbot to help students meet these standards? Extension and support activities in weekly planners tagged to specific students Some agencies attend some SSG meetings 	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To develop a whole school approach towards student well-being that builds learning confidence, resilience and perseverance.						
IMPROVEMENT INITIATIVE		Setting expectations and promoting inclusion						
STRATEGIC PLAN TARGETS		Attitudes to school: Classroom behaviour to be above 3.5 by the end of the strategic plan Student safety to be consistently above 4.6 Student distress and student morale to be above region and state means						
12 MONTH TARGETS		Attitudes to school: Classroom behaviour, student safety, student distress and student moral to be an improvement on 2016 levels.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a scope and sequence with a whole school approach to ethical learning and values.	<ul style="list-style-type: none"> Audit and review of: <ul style="list-style-type: none"> current practice structure delivery alignment to school values Develop whole school overview/7 year plan with key ideas to be introduced, consolidated, reviewed, extended (similar to Stephen Graham text types scope and sequence) Past years' planners to be audited to determine key ideas and themes Further investigation of Berry St materials Staff to complete Berry St training 	Whole staff	See success criteria	6 Months <ul style="list-style-type: none"> Audit of time allocated vs time used in values sessions by each class completed Key themes and concepts for each class/year level to be decided Berry St material considered with possible timelines for implementation discussed 	● ● ● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 Months <ul style="list-style-type: none"> Whole school overview for ethical learning/values completed Links to Victorian Curriculum made explicit in the overview All classes using overview to assist in planning for Term One, 2018 All teaching staff completed at least some formal Berry St training 				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS								
OTHER IMPROVEMENT MODEL DIMENSIONS								
STRATEGIC PLAN TARGETS								
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

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	No	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	No	Select status	
	Setting expectations and promoting inclusion	Yes	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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:				

