

Annual Implementation Plan: for Improving Student Outcomes

School name: Herne Hill Primary School

Year: 2017

School number: 4861

Based on strategic plan: 2017-2020

Endorsement:

Principal Shane Ezard

November 2016

Senior Education Improvement Leader Robyn Hollis

November 2016

School council Rachel Durran

November 2016

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
Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.
Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.
Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.

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:
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.

As a result of Peer Review discussions and data analysed, we have decided to explicitly focus on Numeracy and Writing for the 2017 school year. Number and Writing NAPLAN relative growth was low and we have prioritised developing consistent and quality processes in these areas. We will work towards consistent, assessment, planning and teaching in these areas through effective leadership and coaching. These priorities were discussed throughout the peer review process and are also evident in the school strategic plan. We have implemented quality leadership and coaching in these areas and will measure success in the following ways:

- Increase Relative gain in both writing and numeracy
- Move towards achieving state benchmark in Numeracy in Years 3 and 5
- Increase ATS Percentile Trend Data in Learning Confidence and Stimulated Learning

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)
FISO priorities, 'Building practice excellence' and 'Curriculum planning and assessment'.	<ul style="list-style-type: none"> • Focus on improving writing outcomes in English • Review consistent approach to the implementation of Inquiry P-6



	<ul style="list-style-type: none"> • Achieve 12 Months Growth for all Students in Number P-6
<p>FISO priorities 'Positive climate for learning'</p>	<ul style="list-style-type: none"> • Using student voice in planning, assessment and goal setting across P-6 • Continue proactive approach to monitoring attendance to remain above state



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	<p>Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p> <p>Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.</p>
IMPROVEMENT INITIATIVE STRATEGIC PLAN TARGETS	<p>Curriculum Planning and Assessment</p> <p>The NAPLAN Year 3 to 5 Relative Gain (Writing and Numeracy) measures to show:</p> <ul style="list-style-type: none"> ○ Less than 25% of students make low relative gain. ○ More than of 25% of students make high relative gain. <p>Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan.</p> <p>School Staff Survey, School climate module. Over the life of the Strategic plan, principal and teacher endorsement to be at or above 80 percent.</p> <ul style="list-style-type: none"> ○ Collective Efficacy ○ Teacher Collaboration ○ Collective focus on Student Learning ○ Guaranteed and Viable Curriculum ○ Shielding/buffering ○ Parent and community involvement ○ Academic emphasis. <p>Attitude to school survey factors: Maintain or improve from baseline data in 2016 over the life of the Strategic Plan. Baseline data in brackets.</p> <p>Learning Confidence (4.05) School Connectedness (4.35) Stimulating Learning (4.00) Teacher Effectiveness (4.44) Teacher Empathy (4.47)</p> <p>Intake adjusted data for attendance places HHPS similar or higher than other government schools for the current year and four year average.</p>
12 MONTH TARGETS	<p>25% of Students to make low relative growth in number 15% of students to make high relative growth in number 25% of students to make low relative growth in writing 30% of students to make high relative growth in writing Students to achieve a minimum of 12 months growth in Number and Writing as measured through PAT Maths and VCOP Continue to move towards achieving state benchmark in Numeracy in Years 3 and 5</p>



		Maintain or improve from baseline data in 2017 in the following 3 areas of the ATS Survey						
		Learning Confidence (4.05) School Connectedness (4.35) Stimulating Learning (4.00)						
		Intake adjusted attendance data to be similar or higher than other government schools in 2017						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Focus on improving writing outcomes in English	Appoint 0.2 English Leadership/Coach to support the consistent implementation of VCOP	English Leader/Coach Principal and Assistant Principal	Jan 17	Consistent teacher judgements for mid year reports demonstrating 6 months growth for capable students. Moderation sessions will be held and a Heme Hill writing moderation/assessment folder will be developed.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Whole Staff Moderation Sessions		Each Term					
	Implement individual coaching to develop staff capacity to use writing assessment data to inform purposeful and quality teaching of writing	All Staff	On Going	Evidence of visible student learning goals	● ● ●			
	Align individual student learning goals to the writing continuum from P-6		On Going	All staff PDP's demonstrate evidence of individual coaching goals				
Review consistent approach to the implementation of Inquiry and Science P-6	Appoint 0.2 Inquiry/Science Leadership/Coach to support the consistent implementation of Inquiry	Inquiry/Science Leader/Coach	Re	Review of Inquiry Units Developed and Documented	● ● ●			
	Audit current 2 Year Inquiry Units to ensure alignment to the Victorian Curriculum across Years P-6			Science Scope and Sequence Document Completed				
	Align processes to ensure consistency when planning authentic units of Inquiry Learning	Principal/Assistant Principal		Participated in Curriculum Day with a focus on Inquiry/Science	● ● ●			
	Staff Professional Development on how to plan and assess quality units of Inquiry		All Staff	Teams have been involved in planning sessions with Leader/Coach and best practice units have been developed				
Achieve 12 Months Growth for all Students in Number P-6	Appoint 0.2 Mathematics Leadership/Coach to support the consistent implementation of guaranteed and viable numeracy planners and assessment.	Mathematics Coach	End of Term 2	6 months: Scope and Sequence for mathematics consistently reviewed and documented	● ● ●			
	Numeracy PLT meetings to develop alignment of school priorities in numeracy P-6		Principal/AP	Ongoing each term				
	Implement individual coaching to develop teacher capacity to use numeracy assessment data to inform purposeful and quality teaching of mathematics	Principal/AP/Mathematics Coach/Le		On going as per Individual staff goals	Evidence of individual coaching goals in PDP	● ● ●		
	Targeted Professional Development to build content and pedagogical knowledge in mathematics		12 months: All staff feel confident in using whole school assessment tools					



		ader		Consistent Teacher judgments for mid year reports demonstrating 12 months growth for capable students Evidence of visible student learning goals being achieved All staff PDP's demonstrate evidence of impact on teaching practice through individual coaching goals				
Begin to develop consistent 'individual student goal setting'	Develop a continuum of student goals, using the language from VCOP and Essential Assessment from P-6 Provide professional learning for staff to implement purposeful feedback strategies. Provide opportunities for students to co-create, monitor and reflect on learning goals	English/Numeracy/Leader/Coach Principal/AP Classroom Teachers/leader/coaches	End Term 2	6 months: Student goals continuum is written and implementation has begun.	● ● ●			
			On Going each term	Staff PLT's with a focus on feedback and student goal setting have been led by leadership team				
			On going	Students can begin to articulate and show evidence of: What they are learning and why? What success looks like? What is the next level of learning? (starting with writing and number)				
				12 months: Student goals continuum is being used across the school consistently in Writing and Number Moderation in grade level PLT's with leadership support have occurred on a regular basis to ensure consistent implementation of student goal setting and feedback Students are able to fluently articulate and show evidence of: What they are learning and why? What success looks like? What is the next level of learning? (starting with writing and number) Student goals are forwarded to future mentor teachers as part of a consistent transition process	● ● ●			
Continue proactive approach to monitoring attendance to remain above state	Track attendance using Compass student management software Follow up any student at risk due to poor attendance in line with school policies Continue to promote and educate school community on 'It's not OK to be Away'	Office/Welfare Prin/AP/Class teachers/welfare officer	On going	6 months: Interventions for Individuals at risk have been put in place and are being monitored	● ● ●			
			On going	12 months: Attendance Data to remain at or above state mean Individual Students at risk, have improved throughout the year as a result of intervention measures	● ● ●			

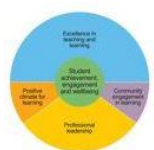


Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics. Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community. Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		Assessment and Planning documents will be consistently aligned across all areas of the curriculum						
12 MONTH TARGETS		By the end of 2017 all Mathematics and English Assessment and Planning documents will be consistently aligned from P-6 Understanding and assessment of the four Capabilities in the Victorian Curriculum						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
Embed a consistent approach to instructional practice with a focus on both content knowledge and pedagogy.	Focused instructional walks to be implemented on a semester basis Review Herne Hill Instructional Model focusing on consistent language, understanding and implementation of the curriculum work	Prin/AP/Instructional Coaches	Term 2 and 4 On Going at Whole School and Team PLT's	6 Months: All Staff have completed at least 1 'Instructional Walk' Revised Instructional model visible in all offices and central spaces Evidence of Instructional Model in Staff PDP's goals and strategies	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: All staff have completed at least 2 'Instructional Walks' Evidence of impact of 'Instructional Walk in PDP reflections Pre and Post self reflection survey on implementation of revised instructional model	● ● ●			
Monitor and evaluate the Victorian curriculum through the lens of what is guaranteed and viable.	Whole staff professional development on Critical and Creative Thinking Capabilities Regular PLT's with a focus on personal and social, ethical understanding and intercultural** capabilities so students can be assessed in semester 1 and 2 reporting procedures Implement strategies to enhance teachers confidence in teaching and assessing science		Day 1 Curriculum Day On Going within Meeting structures Term 2 and 4	6 months: Critical and Creative thinking professional learning completed Evidence of the 4 capabilities and science in planning documents and assessment Mid Year assessment of the capabilities and science evident in mid year student reports Mid year 'PAT Science' assessment completed and results in COMPASS	● ● ●			
				12 months: Continued evidence of the 4 capabilities and science in planning documents and assessment (review for 2018) Assessment of Capabilities and Science is evident in end of	● ● ●			



				<p>year reports as per 2 Year reporting cycle requirements</p> <p>Further staff and team PLT's have been held with a focus on the 4 capabilities, especially during term planning meetings</p>				
Continue to promote a whole school community focus on positive relationships, building on the school motto, visions and values.	Audit current well being practices and programs across the school with KidsMatter as the overarching framework	Prin/AP/Welfare Officer/KidsMatter focus group	On Going throughout Term 1 and 2	<p>6 months: Audit of current social and emotional programs has taken place</p> <p>Decision has been made as to which program to be implemented as a whole school focus. Eg: You Can Do It, Bounce Back, Growth Mindset and Values Education. (Success will be measured through Social and Emotional Capabilities)</p> <p>Ongoing KidsMatter professional learning has taken place with a focus on revisiting component one.</p>	● ● ●			
			On Going throughout Term 3 and 4	<p>12 months: Ongoing KidsMatter professional learning has taken place with a focus on revisiting component two.</p> <p>Focussed PLT's have taken place on the implementation of the nominated social and emotional learning program</p> <p>Launching of this program to the community has taken place through parent forums, newsletters and celebration day, designed with JSC input</p>	● ● ●			
				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	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:				

