

Annual Implementation Plan: for Improving Student Outcomes

School name: Preston West Primary School

Year: 2017

School number: 3885

Based on strategic plan: 2014-2017

Endorsement:

Principal: Cheryl Bondeson

Senior Education Improvement Leader: Graeme Stevenson

School council: Bo Li

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
<p>Please note Preston West Primary will undertake a Peer Review in 2017. Our intention is to have our Self - Assessment completed in Term 1 and undertake Peer Review days in Term 2. Our 2017 – 2020 Strategic Plan will be documented in Term two following the DET Peer Review process. Therefore, our direction in compiling our Annual Implementation Plan for 2017 is based on our strategic direction in 2016. A new AIP will be developed following the Peer Review process.</p>
<p>Goals in Preston West's 2014 – 2017 Strategic Plan</p> <p>Achievement</p> <p>To continue to develop a challenging curriculum that promotes student literacy, numeracy and curiosity. We have identified the following areas for specific emphases:</p> <ul style="list-style-type: none"> building teachers' understanding of Mathematics teaching a continued commitment to implementing whole school and classroom strategies to improve student learning and strengthen teacher capacity which includes: <ol style="list-style-type: none"> continuing to develop differentiation of curriculum with the aim of ensuring that all students make the expected growth ensuring whole school instructional approaches, understandings and protocols are firmly in place and closely linked to student learning outcomes ensuring a range of assessment practices and feedback mechanisms are used to: monitor and evaluate each student's progress; guide instructional practice; identify learning and report to students and families providing strong support for staff professional learning which focuses on improved teaching practice, consistency of practice and the sharing of best practice through peer observation and PLTs.
<p>Engagement</p> <p>To effectively use student voice (student feedback) to inform and monitor the work of teachers through empowering students to more actively shape their own learning. We have identified the following areas for specific emphases:</p> <ul style="list-style-type: none"> further develop activities that encourage the participation and engagement of students in their learning. high quality teaching in every classroom leading to a reduced level of within-school variability.
<p>Wellbeing</p> <p>Continue to provide an environment where students learn in a safe and inclusive environment, supported by trusting and authentic relationships with their peers and teachers. We have identified the following area for specific emphases:</p> <ul style="list-style-type: none"> further develop home / school communication strategies which promote understanding of the school's approach to teaching and learning and further explores ways of engaging and communicating with parents.

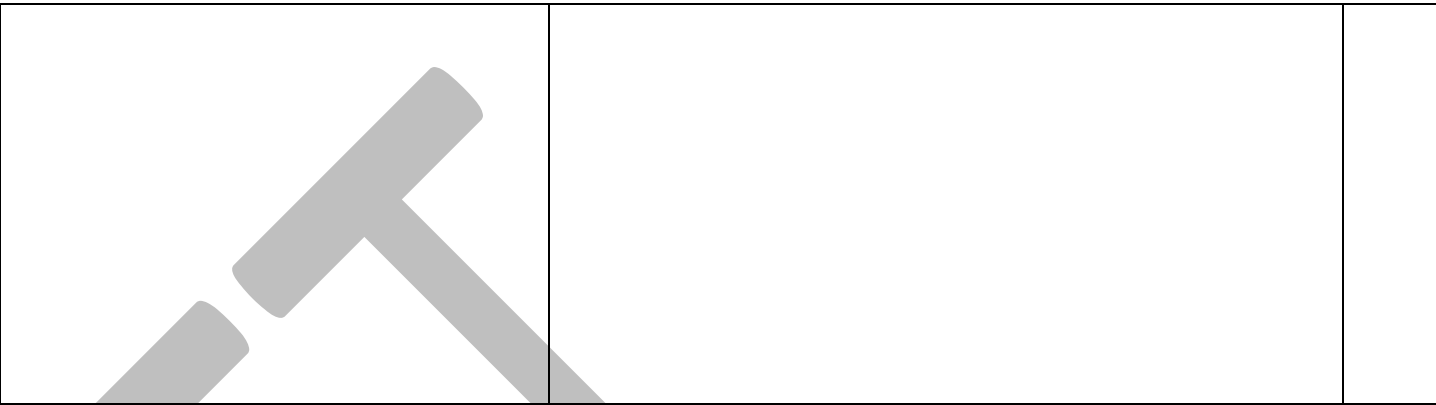
Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	



Productivity
 To implement sound resourcing strategies allowing Preston West Primary School to optimise outcomes for all students.

State Wide Priorities: Framework for Improving Student Outcomes.

1. Building Practice Excellence
2. Building Leadership Teams



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.

Building Practice Excellence
 At Preston West Primary we have made a commitment to promote teaching and learning across the school. Our priority is to build best practice across the school and embed the ten theories of action. Our student outcomes can be further promoted and the goals / targets are outlined in our Strategic Plan and AIP (Achievement). Our model of improvement compliments the FISO model and the Education State direction.

Building Leadership Teams
 A concerted effort was made in 2015-16 to build the leadership capacity. Various professional development opportunities in leadership (e.g. Bastow Courses, external provider engaged to conduct onsite Professional Development) were embraced by the School Improvement Leadership Team. The School Improvement Leadership Team will continue their key focus in 2017 and curriculum and data will drive all meetings. It is imperative that succession planning continues to be strengthened. We also recognise the importance of highly effective leadership in the successful implementation of change.

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)
Implementation of shared teaching and learning best practices to build excellence.	<ul style="list-style-type: none"> • Staff professional development across 2017. • Peer observations to be revamped and linked to the 10 Theories of Action. • Embed staff knowledge on two classroom theories of action (Harnessing Learning Intentions, Narrative and Pace and Setting Challenging Learning Tasks). • Further develop staff knowledge on two school/classroom theories of action (Inquiry Approach and Higher Order Questioning). • Back to back weekly planning in teams, planning week each term and weekly Professional Learning Team meetings (PLT). • Collaboration with collegiate principals to promote/share best practice, moderate data and coordinate across school visits. • Fortnightly meetings of SILT (School Improvement Leadership Team). • Develop teacher understanding, knowledge and skill in applying whole school teaching protocols and models of practice. • Documentation of expectations at Preston West Primary School in the teaching in literacy and numeracy.
To build the leadership capacity and strengthen succession planning at Preston West Primary School.	<ul style="list-style-type: none"> • School Improvement Leadership Team to be established in 2017. Focus of committee will be curriculum, data, teaching and learning. • Build the capacity of SILT to support the implementation of the Powerful Teaching and Learning Project. • Build effective teams that drive school improvement through adopting shared protocols, reflective practice and use of data. • Professional development and professional reading opportunities for leaders. • Clearly documented roles and responsibilities. • Collaboration with local schools to promote knowledge and skill of curriculum leaders. • Performance and Development Plans linked to AIP and leadership responsibilities. • Promote the staff's understanding of the Education State agenda, FISO and all DET initiatives.



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		All Preston West Primary School students will: <ul style="list-style-type: none"> - be confident and curious learners - make great progress regardless of their starting point - achieve high standards of literacy and numeracy. 						
IMPROVEMENT INITIATIVE		Building practice excellence.						
STRATEGIC PLAN TARGETS		For each student to achieve at least one year's growth in learning (as measured by the Victorian Curriculum) during each school year. To progressively increase the percentages of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year level when measured from a 2014 baseline. To improve the correlation between teacher and NAPLAN assessments.						
12 MONTH TARGETS		Every student makes at least one year's progress measured by the Victorian Curriculum, NAPLAN, PAT Maths and PAT-R. NAPLAN YEAR 3 Reading 100% of students deemed capable at Year 3 to be at or above Band 3 with at least 75% at Band 5 and 6 measured on NAPLAN. NAPLAN Year 3 Writing 100% of students deemed capable at Year 3 to be at or above Band 3 with at least 75% at Band 5 and 6 measured on NAPLAN. NAPLAN YEAR 3 Number 100% of students deemed capable at Year 3 to be at or above Band 3 with at least 75% at Band 5 and 6 measured on NAPLAN. NAPLAN YEAR 5 Reading 100% of students deemed capable at Year 5 to be at or above Band 5 with at least 65% at Band 7 and 8 measured on NAPLAN. NAPLAN Year 5 Writing 100% of students deemed capable at Year 5 to be at or above Band 5 with at least 65% at Band 7 and 8 measured on NAPLAN NAPLAN YEAR 5 Number 100% of students deemed capable at Year 5 to be at or above Band 5 with at least 65% at Band 7 and 8 measured on NAPLAN. Year 5 NAPLAN cohort data to be show improvement at or above state mean. Embedded Professional Learning Teams to utilise data (including teacher judgements, NAPLAN data and other assessment methods) to plan and deliver a differentiated curriculum. Revamp assessment schedule. Utilisation of DET, and school devised and external assessments to triangulate data.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
				12 months:	● ● ●		Estimate	YTD
Building teachers' understanding of Mathematics teaching.	Leading Teacher of Numeracy to coach identified staff members on a 1:1 ratio Provision of Staff Professional Development sessions Leading Teacher to attend further external PD days Provision of professional reading for staff by Numeracy Leading Teacher.	Numeracy Leading Teacher	End term 2 & 4	6 months: Numeracy Coach's Observations of coaches practice. Feedback from coaches. Staff feedback on Numeracy PD sessions Student Pre/Post assessment data	● ● ●	Growth in student outcomes measured by: <ul style="list-style-type: none"> • PAT Maths • Mathletics results • Vic Curriculum Teacher judgements & improved teacher confidence • Surveys • Planning documents • PLT minutes 		

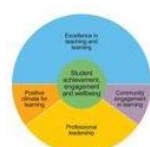


				12 months: Numeracy Coach's Observations of coachees practice Feedback from coachees. Staff feedback on PD sessions Student Pre/post assessment data	● ● ●	Growth in student outcomes measured by: ● NAPLAN ● PAT Maths ● Mathematics results ● Vic Curriculum Teacher judgements & improved teacher confidence ● Surveys ● Planning documents ● PLT minutes		
A continued commitment to implementing practice excellence in teaching and learning across the whole school.	Professional Development through professional reading, staff meetings, peer observation focus (use peer observation template). Professional Development through professional reading, staff meetings, teaching model jigsaw activities.	SILT & Management teams	Review end term 2 & 4	6 months: Use of data from peer observation templates to measure teacher change in practice. Reflection of learning in PLT, staff & team minutes	● ● ●	Data from peer observation templates to measure teacher change in practice. Evidence from PLT, staff & team minutes		
				12 months: Review of data from peer observation templates to measure teacher change in practice. Reflection of learning in PLT, staff & team minutes	● ● ●	Data from peer observation templates to measure teacher change in practice. Evidence from PLT, staff & team minutes Staff survey Time allocation of PD days, twilight sessions from internal & external providers		
A continued commitment to implementing best practice teaching strategies to improve student learning and strengthen teacher capacity.	Professional Development through professional reading, staff meetings, peer observation focus (use peer observation template). Professional Development through professional reading, staff meetings, teaching model jigsaw activities, Twilight seminars, other internal and external provided PD. Develop staff knowledge of 2 of the 6 Theories of Action for Teachers; 1. The Inquiry Approach 2. Higher Order Questioning	SILT & Management teams	Review end term 2 & 4	6 months: Evidence in planning documents to include Inquiry Approach & Higher Order Questioning, feedback through peer observation forms, teachers are able to identify key indicators for each teaching model to use for teaching programs.	● ● ●	Data from peer observation templates to measure teacher change in practice. Evidence from PLT, staff & team minutes		
				12 months: Evidence in planning documents to include Inquiry Approach & Higher Order Questioning, feedback through peer observation forms, teachers are able to identify key indicators for each teaching model to use for teaching programs.	● ● ●	Data from peer observation templates to measure teacher change in practice. Evidence from PLT, staff & team minutes Staff survey Time allocation of PD days, twilight sessions from internal & external providers		
Implementation of a whole school word study program – Words Their Way.	Provision of Staff Professional Development sessions. Acting Leading Teacher to work closely with SILT and the Literacy committee to discuss needs/areas of concern during the initial whole school implementation. Acting Leading Teacher to attend further external PD days. Provision of professional reading for staff by Literacy Leading Teacher.	Literacy Acting Leading Teacher	End term 2 & 4	6 months: Term 1 of 2017 – whole school roll out (Prep exempt). Initial implementation and development of teacher knowledge on Words Their Way, through ongoing Professional Development, continuing Acting Literacy Leading teacher observations of practice. Feedback from staff on observations. Staff feedback on PD sessions Student assessment/spelling inventory data	● ● ●	Growth in student outcomes measured by: ● Vic Curriculum Teacher judgements ● Improved teacher confidence in implementation ● Staff surveys ● Planning documents ● PLT minutes		
				12 months: Whole school (including Prep) to be running WTW on a daily basis. Continued development of teacher knowledge on Words Their Way, through ongoing Professional Development and peer observations. Acting Literacy Leading teacher observations of practice. Feedback from staff on observations. Staff feedback on PD sessions via surveys and during SILT Student assessment/spelling inventory data	● ● ●	Growth in student outcomes measured by: ● Vic Curriculum Teacher judgements ● Improved teacher confidence in implementation ● Staff surveys ● Planning documents ● PLT minutes ● Growth in student understanding as evidenced through 'check points' and spelling inventory		



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	All Preston West Primary School students will be highly motivated and engaged in their learning. All Preston West students will be resilient, self-aware and responsible members of the school community.							
IMPROVEMENT INITIATIVE	Positive Climate for Learning Health and Wellbeing (Dimension 11). Intellectual engagement and self-awareness (Dimension 12).							
STRATEGIC PLAN TARGETS	Mean scores in each aspect of the Attitudes to School Survey to be at or above the 75 th percentile by 2017. Student absence rates to be at or better than the state mean at each year level by 2017. Preston West Primary will investigate developing its own survey of student perceptions. By 2017 student survey mean scores for wellbeing, teaching and learning and student relationships will be above the state 75 th percentile.							
12 MONTH TARGETS	Attitudes to School survey mean score results in relation the variables of student safety, teaching / learning and wellbeing to be above the 2016 results. Student attendance rates for 2017 to be maintained or improved when compared to 2014 / 2015 /2016 results. Attitudes to School survey mean score results in relation the variables of student safety, teaching / learning and wellbeing to be above the 2016 results. Development and implementation of a Prep – Grade 2 and Grade 3 -6 Preston West student survey to measure student health, safety and wellbeing for analysis over a three-year period. Full implementation of the Bounce Back Program and Protective Behaviours from Prep – Grade 6.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Focus on embedding the teaching and learning whole school theories of action - Prioritise High Expectations and Authentic Relationships.	Prioritise High Expectations and Authentic Relationships. Documentation on our whole school understanding of what high quality teaching looks like in Mathematics and Literacy. Conduct a high expectations and authentic relationships audit with staff. Documented curriculum expectations to be presented to staff. Professional development at staff meetings. Management team to promote high expectations across the school in every classroom.	Management Team SILT	End of Term 4	6 months: Practise improvements in high expectations of student behaviour, academic focus and standards observable through peer observations and walk throughs. Documentation on the expectations at PWPS. Attitudes to School survey means to be above 2016 data in the Teaching and Learning criteria (school connectedness, learning confidence, student motivation, stimulating learning, teacher effectiveness and teacher empathy). 12 months: Practise improvements in high expectations of student behaviour, academic focus and standards observable through peer observations and walk throughs. Documentation on the expectations at PWPS. Attitudes to School survey means to be above 2016 data in the Teaching and Learning criteria (school connectedness, learning confidence, student motivation, stimulating learning, teacher effectiveness and teacher empathy).	● ● ●	Improved level of student absence Evidence in teacher planning documents that demonstrates the adaption of the high expectations at PWPS Collated data from peer observations		
Focus on the adoption of consistent teaching protocols to enhance student behaviour, engagement, learning and curiosity.	Staff professional learning. In teams staff will devise an engaging curriculum class program to induce our students to construct knowledge. Weekly team back to back planning, peer observations and Professional Learning Team meetings. Planning days once a term. Timetabling will highlight team planning and fourth session of peer observations. Five staff members allocated to conduct additional programs across the school in 2017. Professional Learning / Meeting schedule.	Management Team SILT	End of Term 4	6 months: Team planning documents, work programs and minutes of PLT and schedules meetings. 12 months: Team planning documents, work programs and minutes of PLT and schedules meetings.	● ● ●	Team planning documents, work programs and minutes of PLT and schedules meetings. Management team observations during walk throughs Moderation meetings		
					● ● ●	Team planning documents, work programs and minutes of PLT and schedules meetings. Management team observations during walk throughs Moderation meetings		



Bounceback and Protective Behaviours program to be conducted across the school.	Team planning to deliver these programs across school. Program evaluation at SILT. Utilisation of resources e.g. Bully Stopper and Daniel Morecombe Program. Further investigation the Education State direction in relation to building greater resilience in students. Resources purchased to support program delivery. Coordinator appointed. Implementation of Scope and Sequence aligned to Victorian Curriculum.	SILT Bounceback Coordinator Staff	Term 3	6 months: Attitudes to School survey means to be above 2016 data in the Wellbeing (student distress and student morale) and Student Relationships criteria's (classroom behaviour, connectedness to peers and student safety).	● ● ●			
				12 months: Attitudes to School survey means to be above 2016 data in the Wellbeing (student distress and student morale) and Student Relationships criteria's (classroom behaviour, connectedness to peers and student safety). Team planning documents reflect Bounce Back, Protective Behaviours programs and newly developed Scope and Sequence aligned to Victorian Curriculum. Bounce Back Scope and Sequence.	● ● ●	Review of the 2017 Attitudes to School survey in the Wellbeing (student distress and student morale) and Student Relationships criteria's (classroom behaviour, connectedness to peers and student safety). Evidence of team planning documents reflect Bounceback, Protective Behaviours programs and newly developed Scope and Sequence aligned to Victorian Curriculum.		
Implementation of the Victorian Curriculum commencing 1 st February 2017.	SILT to lead the implementation of the Victorian Curriculum. Implementation of the newly developed humanities scope and sequence. Mid year review of the humanities scope and sequence by SILT. Staff conversations on integration of four capabilities across the eight key learning areas.	Management Team SILT Staff	End of Term 1	6 months:	● ● ●			
				12 months: Victorian Curriculum implemented across school in 2017. Revamped Scope and Sequence.	● ● ●	Planning documents contain references to the 4 capabilities across the 8 KLA's		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To implement sound resourcing strategies allowing Preston West Primary School to optimise outcomes for all students.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Professional leadership.						
STRATEGIC PLAN TARGETS		Documentation of clear financial processes. Documentation of Workforce Plan. Facilities plan to accommodate enrolments, programs and maintenance.						
12 MONTH TARGETS		Priority given in global budget to Strategic Plan and Annual Improvement Plan goals. Appointment of two Acting Leading Teachers in Literacy and e-Learning. Evaluate 2017 changes to grade structure and timetable. Upgrade of facilities across school. Three year plan – enrolment projections, facilities and staffing.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
				12 months:	● ● ●			
Build capacity of the leadership and administration teams.	SILT, Administration team, principal and assistant principal will attend professional development courses related to their roles. Utilisation of DET expertise e.g. SEIL, HR, Finances and OHS. Attendance at DET professional development activities, external/internal professional development activities, conferences and Bastow Courses. Professional readings. Succession planning and role sharing across team.	Principal Assistant Principal SILT Business manager/s ES office staff	Term 4	6 months: 12 months: Promotion of knowledge across teams. Staff in acting leadership positions. Professional learnings transferred to best practice at PWPS. Across school visits.	● ● ●	Productivity of SILT and administration team. Evidence of professional learning attendance and school visits.		
Further upgrade senior school classroom facilities and utilisation of DET program maintenance funding allocation.	Work collaboratively with DET infrastructure branch to build galleries/external learning spaces between newly installed Mod 5 relocatable buildings. Additional fittings added to new buildings e.g. interactive whiteboards, blinds and furniture. Temporarily relocate up to 4 classrooms during upgrade. Develop action plan to ensure smooth transition throughout building process. Utilise with DET and have asphaltting works undertaken. Landscaping of garden behind new relocatable buildings.		End of Term 3	6 months: 12 months: Galleries/external learning spaces to be built between new Mod 5 relocatable classrooms. Asphaltting works completed. Landscaping works completed.	● ● ●	Grade 4 and Grade 5 learning communities established. Promotion of new building and surroundings across our school community and beyond. Collaborative working of teams across school.		
				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	3 - Embedding	[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	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	Yes	3 - Embedding	
	Evaluating impact on learning	Yes	3 - Embedding	
Professional leadership	Building leadership teams	Yes	3 - Embedding	
	Instructional and shared leadership	Yes	3 - Embedding	
	Strategic resource management	Yes	3 - Embedding	
	Vision, values and culture	No	4 - Excelling	
Positive climate for learning	Empowering students and building school pride	No	4 - Excelling	
	Setting expectations and promoting inclusion	No	4 - Excelling	
	Health and wellbeing	Yes	3 - Embedding	
	Intellectual engagement and self-awareness	Yes	3 - Embedding	
Community engagement in learning	Building communities	No	3 - Embedding	
	Global citizenship	No	2 - Evolving	
	Networks with schools, services and agencies	No	3 - Embedding	
	Parents and carers as partners	No	3 - Embedding	

Reflective comments:

The above self-evaluation was completed by the Management Team at Preston West Primary. In Term 1 of 2017 as part of our DET Self Evaluation (in preparation for Peer Review) a more comprehensive evaluation will be undertaken by whole staff team.



Considerations for 2018:

New Strategic Plan will establish direction for 2018.

Structures and processes to ensure continued focus on embedding quality teaching practices across school with growing student enrolments.

Maintaining and building on our academic performance and staff, parents and student surveys.

Continuing building leadership capacity. Leading teacher roles focusing on new Strategic Plan will be advertised Term.

Further embed the Victorian Curriculum and working with the system to achieve the Education State targets.

