

Annual Implementation Plan: for Improving Student Outcomes

School name: **Heathcote Primary School**

School number: **0300**

Endorsement:

Principal:..... Cindi Bruechert

School Council:..... Glenn Wilson

Year: **2016**

Based on strategic plan: **2016 - 2019**

Senior Education Improvement Leader: Damien Jenkyn

Section 1: The School's Improvement Priorities and Initiatives

School Strategic Plan Goals
<ul style="list-style-type: none"> To improve student learning outcomes in Literacy and Numeracy To increase engagement in learning, across all sectors of the school community To provide an inclusive, safe, and orderly learning environment

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:

<p>Our Priorities and Focus Areas:</p> <ul style="list-style-type: none"> We have chosen to link our Key Improvement Strategies to each of the priorities and initiatives outlined in the <i>Framework for Improving Student Outcomes</i>. Our body of work across the life of this Strategic Plan will encompass all six of the initiatives, to ensure that we are effective in fulfilling our intent and achieving our goals. <p>Our Rationale:</p> <ul style="list-style-type: none"> Teachers will be clear about what student knows, what to teach next and how to recognise success Teacher judgments and other data collections will be more closely aligned Parents will have a greater involvement in student learning School attendance data will improve 	<ul style="list-style-type: none"> Student motivation and learner confidence will grow Opportunities to develop student voice will increase, complementing the school wellbeing policy Student goal setting will build confidence, motivation and ensure positive learning experiences
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Key Improvement Strategies (KIS)	
Improvement Initiative:	Key Improvement Strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> Continue to build teacher capacity and to enable collaborative professional learning, which has a focus on research and implementation of best practice to improve student outcomes.
Curriculum planning and assessment	<ul style="list-style-type: none"> Update literacy and numeracy documents and renew the inquiry learning program to include essential knowledge with assessable achievement goals included for each stage of learning. Adopt an assessment and data collection system that enables students' progress to be efficiently tracked as they transition through the school.
Building leadership teams	<ul style="list-style-type: none"> Develop the capabilities of teachers in using evidence and proven peer coaching and feedback methods to lead improvements in student learning.
Empowering students and building school pride	<ul style="list-style-type: none"> Continue to build a positive, caring environment that empowers and supports students to drive their own learning
Setting expectations and promoting inclusion.	<ul style="list-style-type: none"> Develop the next level of work in the community behavior management agreement, ensuring consistency across the school and ensuring that Heathcote PS is a place where all community members feel safe. Implement a shared approach to supporting the inclusion, health and wellbeing of all students.
Building communities	<ul style="list-style-type: none"> Strengthen and build on current community relationships and partnering with community sectors to promote life-long learning. Make effective use of existing community resources and capabilities, and increase the services delivered within the school. Ensure financial resources are managed strategically to promote and provide student and staff achievement, engagement and wellbeing.



Section 2: Improvement Initiatives

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.

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Continue to build teacher capacity and to enable collaborative professional learning, which has a focus on research and the implementation of best practice to improve student outcomes.	Refine our teaching pedagogy and build teacher capacity, through focused professional learning sessions. Focus areas to include Victorian Curriculum Implementation; Peer Coaching; and Backwards Design Curriculum Planning.	Principal Team Leaders	Teacher release - Fortnightly Professional Learning Sessions - Fortnightly Documentation completed by end Term 2	6 months: Pedagogy documentation will have been refined	● ● ●																																																																																						
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Update literacy and numeracy documents and renew the inquiry learning program to include essential knowledge with assessable achievement goals included for each stage of learning.	Review literacy and numeracy planning documents, in relation to the Victorian Curriculum, and establish the use of common planning documents throughout the school	Principal All teaching staff	Review during Semester 1 Documentation completed by end Term 2	6 months: Literacy and numeracy planning documents will have been review and updated to reflect the Victorian Curriculum	● ● ●																																																																																						
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	Build teacher capacity and practice in the development of effective inquiry learning programs, using the Backward Design process; and initiate the use of common inquiry learning planning documents throughout the school	Principal External Consultant Team Leaders	Attend Backward Design Curriculum Planning PD on May 26th Documentation completed by end Term 4	6 months: Teaching staff will have attended Backward Design PD	● ● ●																																																																																						
				12 months: Whole School Inquiry Learning planning documents, based on the Victorian Curriculum, will have been established	● ● ●																																																																																						



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Adopt an assessment and data collection system that enables students' progress to be efficiently tracked as they transition through the school.	Review whole school assessment schedule to facilitate effective data use, and ensure all school level data is stored on SENTRAL.	All teaching staff	Review Assessment Schedule - end of Term 1	6 months: Whole school assessment schedule has been reviewed and updated	● ● ●			
			Documentation completed by end Term 2	12 months: All school level data has been entered into SENTRAL	● ● ●			
	Ensure all classroom based staff are fluent in analysing data and are participating in regular assessment moderation sessions	Principal Team Leaders	Professional Learning sessions, once a term	6 months: All classroom based staff have participated in data analysis professional learning sessions	● ● ●			
			Moderation sessions – Week 4 or 5 each term	12 months: All classroom based staff have participated in at least 3 assessment moderation sessions	● ● ●			
Develop the capabilities of experienced teachers in using evidence and proven peer coaching and feedback methods to lead improvements in student learning.	Conduct professional learning sessions focussed on the use of evidence; and on peer coaching methods	Principal External Consultant	Peer Coaching and Use of Evidence PL sessions - once a term	6 months: All classroom based staff have attended two Peer Coaching sessions and Use of Evidence PL sessions	● ● ●			
				12 months: All classroom based staff have become proficient in the use of evidence and peer coaching techniques	● ● ●			
	Implement regular peer coaching sessions and team planning sessions	Team Leaders	Peer Coaching - Four times per term	6 months: Peer coaching and team planning sessions occurring on a regular basis; teacher capacity will have increased	● ● ●			
			Team Planning - weekly	12 months: Student achievement data will have increased as a result of time invested in peer coaching and team planning	● ● ●			
	Strengthen the induction of new teachers into the professional learning culture of the school	Mentors / Experienced teachers	Term 1, and then as required	6 months: All new staff members will have participated in an induction process into the PL culture of our school	● ● ●			
				12 months: All new staff members will have developed a clear understanding of school processes and expectations with regard to professional practice and professional learning	● ● ●			



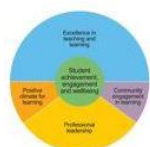
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Strengthen and build on current community relationships and partnering with community sectors to promote life-long learning	Continue to use the Stephanie Alexander Kitchen Garden Project (SAKGP) to enhance student engagement and to build community relationships	Principal SAKGP Coordinator	SAKGP classes every week Meetings with businesses and community groups – one per term Participation in community events – one per term	6 months: The SAKGP will be held in high regard throughout the school and wider communities as a valuable source of integrated learning	● ● ●																																																	
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Continue to build a positive, caring environment that empowers and supports students to drive their own learning.	Provide opportunities for students to participate in a specific 'hands on' projects to enhance participation and engagement levels, through a focus on STEM and additional student engagement projects	Principal STEM team ES Staff	STEM lessons – every week Student engagement projects – every week	6 months: Students knowledge and understanding of science, technology, engineering and mathematics will have increased	● ● ●																																																	
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	Continue to encourage school attendance by implementing strategies from the <i>Every Day Counts</i> initiative and be vigilant in following up any absences	All classroom based staff	Ongoing each term	6 months: Student absence rates will have decreased;	● ● ●																																																	
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Develop the next level of work in the community behaviour management agreement ensuring consistency across the school community and ensuring that Heathcote PS is a place where all community members feel safe.	Continue to implement the School Wide Positive Behaviour Support Project across the school	Team Leader	Ongoing each term	6 months: School Wide Positive Behaviour Support expectations terminology used on a daily basis by all staff	● ● ●																																																																				
				12 months: Measurable improvements made in Classroom Behaviour, Connectedness to Peers and Student Safety elements of the Attitude to School and Parent Opinion Surveys	● ● ●																																																																				
	Develop communication strategies with parents to gain support in managing student behaviour issues	Principal All teaching staff	Term 1, and then ongoing	6 months: Improved communication strategies developed with parents regarding managing student behaviour issues	● ● ●																																																																				
				12 months: Increased outcomes in the Inclusion Self-Assessment Tool in the area of Links with Family and Identify Student Needs	● ● ●																																																																				
Implement a shared approach to supporting the inclusion, health and wellbeing of all students.	Develop strategies to increase student participation in decision-making in the classroom and throughout the school	All teaching staff	Term 1 and Term 3	6 months: Junior School Council and Class Councils established and feeding into school decisions:	● ● ●																																																																				
				12 months: Increased student voice throughout the school, and increased participation in opportunities for self directed learning	● ● ●																																																																				
	Use of the Inclusion Self-Assessment Tool to guide a shared approach to improving the inclusion, health and wellbeing of students	Principal Team Leaders	Ongoing each term	6 months: Whole staff participation in addressing areas of need identified in the Inclusion Self-Assessment Tool	● ● ●																																																																				
				12 months: An increased number of components on the Inclusion Self-Assessment Tool rated as 'Exceeds'	● ● ●																																																																				



Section 3: Annual Self-Evaluation

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. For all other initiatives and dimensions, please consult the <i>Focus question and data matrix</i> (link) for suggested enquiry based questions and data sets to be used for investigation.]
	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:				

