

Annual Implementation Plan: for Improving Student Outcomes

School name: Rolling Hills

Year: 2017

School number: 5241

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Robyn English

December 2016

Senior Education Improvement Leader Jeremy Beard

December 2016

School council Fleur Cousins

December 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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To improve the learning growth of every student in literacy and numeracy creating a whole school culture of high expectations and performance To positively contribute to student wellbeing, resilience and engagement To have leaders who strategically influence and support school improvement 	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 school review was held in November 2016 and is still in process at the time of writing this draft. With this in mind, at this stage a broad brush approach has been documented with the intention of narrowing focus and honing annual targets early in the New Year. Targets from the previous strategic plan were generally met but the self-evaluation process and full review identified a number of areas for potential focus. Whilst writing was the literacy focus area in the previous strategic plan, it is still considered to be the area of immediate need and therefore will be the context in which wider professional practices such as planning and moderation is considered. A drop off in growth between from year 3 to 5 is also noteworthy and the needs of those in the top two bands, across the core curriculum, will be monitored closely.

Some important work was done in 2016 to begin targeting instructional models and the relationship between assessment data and planning for differentiated instruction. Similarly, a changed model for structuring leadership in the school was also prepared with implementation to begin in 2017.

Throughout the school review, teaching staff participated in on-going conversations about data. Results show that current practices are reducing the numbers at the lower achievement bands and this indicates that intervention programs are having impact. There is common agreement that those in the top bands are not getting enough scrutiny and that this is a high priority for immediate action.

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 Curriculum planning and assessment	<ul style="list-style-type: none"> Build teacher capability to utilise a range of assessment strategies and data and teach to each student's point of learning need. Develop an agreed instructional model that incorporates high impact evidence-based teaching and learning strategies, that is consistently implemented by all



	staff.
Building leadership teams	<ul style="list-style-type: none"> • Develop the school's leadership capability to build a culture of collective responsibility for improving student outcomes. • Articulate and implement processes that support quality planning and decisions-making aligned to staff professional learning plans and the school strategic plan.
Empowering students and building school pride Setting expectations and promoting inclusion	<ul style="list-style-type: none"> • Build teachers' capacity to develop a calm and respectful learning environment that supports students' social competencies and resilience. • Empower students to recognise and build on their strengths through appropriate levels of challenge, rigour and support.



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.

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Build teachers' capacity to develop a calm and respectful learning environment that supports students' social competencies and resilience.	Reinvigorate the 'Tribes' program across the school	Principal	Term 1	Organise induction for teachers new to the school in 2017 Articulate the place of Tribes regularly at staff meetings and staff PL sessions Present 'Personal and Social Capabilities to the community through the School Council, P&F and Chaplaincy program	● ● ●		Tribes manuals purchase 1/pair of classroom \$50 X 5																																																				
		School Leaders	Term 1	Ensure Tribes 8 days program is available for all teachers Develop 'I can' statements continuum from Vic Curriculum - Personal and Social Capabilities			\$250																																																				
		Teaching Teams	Term 1	Monitor implementation of Tribes 8 day program. Plan consistent implementation of Tribes starter lessons Identify areas of the program that need further whole staff or individual Professional Learning.			Chaplaincy Program \$26,000																																																				



		Individual teachers	Term 1	Document tribes 'first 8 days' in weekly planning Implement core actions in line with the school Tribes program in daily classroom routines Implement 'I can' statements continuum from Vic Curriculum - Personal and Social Capabilities				
Empower students to recognise and build on their strengths through appropriate levels of challenge, rigour and support.	Create personal skill & interest questionnaire Identify and monitor high achieving students Explore options for extension for students demonstrating exceptional ability or interest in key areas	Principal	Term 1	Monitor development of baseline data questionnaire across the school. Clarify the team member in each team who will monitor high achievement and ensure they understand the task. Resource a start-up grant for each school level to explore a 'stretch' project	● ● ●			Stretch start-up grant \$1000/team \$4000
			Term 2, 3					
		School Leaders	Term 2	Identify and implement programs, ideas and activities that will support the concept of 'stretching' all students Analyse questionnaire data to identify aspects students identify as strengths and passions.				
		PLTs		Collate data base of students identifies as achieving above expected levels in literacy and numeracy across the school.				
		Teaching Teams	Term 1, 2, 3, 4	Analyse term and week planning to ensure students needing 'stretch' are catered for and monitored. Devise a 'stretch' project to meet the needs of the team and utilise the expertise of the teachers				
		Individual teachers	Term 1, 2, 3, 4	Keep high achieving students in focus for planning and show evidence of how their needs are met through documented PD plans. Create Individual Behaviour Plans (IBP) for students displaying challenging behaviours and implement strategies specific to the need.				



Section 2: Improvement Initiatives

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Develop the school's leadership capability to build a culture of collective responsibility for improving student outcomes.	Build leadership capacity in the school to provide support for all teachers. Create a whole school culture of consistency and high expectations.	Principal	Term 2, 3, 4 Term 2, 3	Participate and lead a small team in Leading Maths Bastow program Explore leadership program opportunities for potential leaders in the school Mentoring of individual teachers in leadership roles Establish role statements with each team identifying responsibilities for each team member: Assessment, Reporting & Data / Curriculum Teaching and Learning / team coordination / Student wellbeing Conduct classroom walkthrough once per term	● ● ●		\$4,500																																		
		School Leaders	Term 1, 2 Term 1	Weekly meeting scheduled to track SP, AIP and whole school consistency of practice Develop a whole staff shared goal in learning outcomes for consistent application in PDPs for all classroom teachers.																																					
		PLTs	Term 1, 2, 3, 4	Analysis of data at all PLT meetings Feedback data analysis and resulting recommendations to																																					



			the school leaders.				
		Teams	Term 1, 2, 3, 4	Shared discussion of data discussions from PLT meetings.	● ● ●		
		Individual teachers	Term 1 Term 2, 3, 4	Implementation of shared whole school goal in personal PDP. Collection of data and evidence towards whole school learning outcomes goal throughout the year. Conduct at least one peer observations (Watching Others Work or WOW) of a colleague implementing an area of focus documented in personal PDP goals. Implement personal leadership 'tag' in team meetings to keep teams moving through agreed expectations.			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

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 <u>what</u> the school will do and <u>how</u> - 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	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]				
Considerations for 2018:				

