

# Annual Implementation Plan: for Improving Student Outcomes

School name: AXEDALE PRIMARY SCHOOL

Year: 2017

School number: 1008

Based on strategic plan: 2015-2018

Endorsement:

Principal Lex Johnstone

March 2017

Senior Education Improvement Leader Damien Jenkyn

March 2017

School council Neil Aurisch

March 2017

## 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	
<b><u>ACHIEVEMENT</u></b>	<b><u>GOAL</u></b> To improve learning outcomes for all students, particularly in the key areas of Literacy and Numeracy.
<b><u>ENGAGEMENT</u></b>	<b><u>GOAL</u></b> To ensure that students are engaged and motivated in their learning and well connect with the school and with their peers
<b><u>WELLBEING</u></b>	<b><u>GOAL</u></b> To ensure a safe, orderly and stimulating environment for all students.
<b><u>PRODUCTIVITY</u></b>	<b><u>GOAL</u></b> To ensure that all resources are managed effectively

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

In consultation with our SEIL, the above initiatives were chosen to reflect the over-arching goals as set out in our School Strategic Plan 2015-18. Clear goals in the SSP are around building teacher capacity, developing whole school processes and consistency, continuous improvement in student learning and establishing a connected, well-adjusted student group whose individual needs are being met and exceeded.

Analysis of Student, Parent and Staff Opinion Surveys data, as well as AUSVELS, NAPLAN and OnDemand data indicate the school and students are performing well, but reflect specific areas for improvement. These include aspects of the Student Opinion Survey, student achievement in writing, classroom behaviour data in the POS and the significant number of high needs students (emotional and academic) who are not funded through the PSD process.

Goals as listed in the 2015-2018 School Strategic Plan:- see above

**Additional Equity funding for 2017 has been specifically allocated to**

- the employment of Education Support Staff to work across all classrooms to support students in need.
- the employment for a third day, of a Student Well Being Worker, in addition to the federally funded 2 days/week.

**These two initiatives will assist to**



- Maximise every learning opportunity for every student
- Ensure all students progress at least one year level in one year
- Ensure that each child's emotional needs are being met, to allow effective learning to take place
- Build an inclusive learning environment and a connected and supportive wider community

### 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	<ul style="list-style-type: none"> <li>• To build teacher capacity to teach writing including spelling, grammar, punctuation and structure to improve writing outcomes across the whole school.</li> <li>• To develop systems for identifying and using data to ensure point of need teaching and learning programs.</li> <li>• Develop a whole school approach to support growth in enrolments that includes quality teaching and learning programs, assessment and reporting processes and teacher development.</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>• To build teacher capacity to plan and assess writing including spelling, grammar, punctuation and structure to improve writing outcomes across the whole school.</li> <li>• To plan and assess a whole -school approach to teaching and learning in numeracy with a focus on student growth across years 3 to 5.</li> <li>• To engage in professional data discussions to ensure point of need teaching and learning programs.</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>• Promote leadership roles and responsibilities P-6</li> <li>• Junior School Council to identify priority areas and initiatives. Attend regular School Council Meetings</li> <li>• Representation in the local and wider community</li> </ul>
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> <li>• Visual display and promotion of School Values in whole school areas and individual classrooms. School Values Awards at assembly each week</li> <li>• Promotion of programs such as 'Peer Mediation', 'It's My School Too' and 'Seasons For Growth' to promote understanding and inclusion.</li> <li>• Timetabling of Resilience Rights and Responsible Relationships</li> </ul>



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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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To build teacher capacity to teach writing including spelling, grammar, punctuation and structure to improve writing outcomes across the whole school.	Audit and modify as appropriate the Whole School Teaching and Learning Model to build consistency across classrooms.	Principal, Leading Teacher, staff Class teachers	End Term 2	<b>6 months:</b> Whole school Teaching and Learning Model developed, documented and implemented	● ● ●			
				<b>12 months:</b> Consistent and effective whole school literacy programs implemented Sharing of best practice across staff.	● ● ●			
	A whole school writing improvement plan developed using the Seven Steps To Writing Success model. Seven Steps model to establish practices across classrooms with a specific target of improving grammar, spelling, expressive and descriptive writing achievement across the school. Staff participate in 'Writing' professional development. Writing Moderation activities to be undertaken internally and with the Bendigo Rural Schools Network to build teacher capacity and share best practice.	Staff All staff including ES staff	End of Term 1	<b>6 months:</b> Some stages of the Seven Steps program implemented New staff to have completed Seven Steps writing PD SMART Spelling implemented across all classrooms.	● ● ●			
			End Term 3	<b>12 months:</b> All stages of the Seven Steps to Writing Program implemented Individual improvements in story structure, spelling and grammar be noted through assessment of work samples Evidence of increased accuracy in teacher Victorian Curriculum based assessments of student's written skills through shared moderation Increased individualised instruction in writing to point of need for students P-6	● ● ●			
	Specific Literacy Support Program for Grade 1 students deemed at risk. Two students per semester to be involved.	Literacy Support teacher Emily Claven	Ongoing	<b>6 months:</b> Gr.1 students identified Daily program implemented. Communication with parents. Student achievement be shared continually with classroom teacher	● ● ●			
			Ongoing	<b>12 months:</b> Four students completed program with appropriate progress Implementation of Jolly Phonics in Prep classroom Parent Jolly Phonics session completed	● ● ●			
	Continuation of Jolly Phonics program in the early years grades with Speech Pathologist Parent Information sessions conducted.	Prep teacher Gr.1 teacher	Ongoing	<b>6 months:</b> Initial students identified and put on Student Online Case System Speech Pathology underway with parent involvement. ILP's to be adjusted with speech goals where necessary	● ● ●			
			Ongoing	<b>12 months:</b> Some students to have completed speech program and be discontinued.	● ● ●			
	Speech Therapy Intervention programs operating.	Emily Claven Prep teacher	Ongoing	<b>6 months:</b> Initial students identified and put on Student Online Case System Speech Pathology underway with parent involvement. ILP's to be adjusted with speech goals where necessary	● ● ●			
Ongoing			<b>12 months:</b> Some students to have completed speech program and be discontinued.	● ● ●				
To develop systems for using data to	Audit and modify the Whole School Accountability and Assessment Policy.	Staff		<b>6 months:</b> Adjustments discussed and agreed to	● ● ●			



ensure point of need teaching and learning programs.			By the end of February	Schedule implemented <b>12 months:</b> All assessments completed Data gathered used to measure student progress, effectiveness of programs and for reporting to parents Staff discussion re modifications for 2018	● ● ●			
	Continue to implement ILP's for students at risk.	Staff Parents Students	By the end of February	<b>6 months:</b> Negotiated ILP's in place for students deemed at risk. Adjusted after Semester 1 reports completed	● ● ●			
			Modified as required	<b>12 months:</b> End of year Student Reports completed with a focus on individual achievement in line with ILP goals.	● ● ●			
	Set and meet ILP targets based on real and regular evidence.	Staff	By the end of February	<b>6 months:</b> Individual goals set and discussed with parents Ongoing assessments completed	● ● ●			
			Modified as required	<b>12 months:</b> Student Achievement targets assessed for progress and achievement	● ● ●			
	Student Performance Analyser (SPA) and Student Tracker used for professional discussion, student performance data collation, analysis and student reporting.	Principal	Principal Leading teacher  ICT & general staff	<b>6 months:</b> Student Tracker implemented Ongoing staff PD on best use of Student Tracker data Use of data in Semester 1 reports	● ● ●			
				<b>12 months:</b> Whole school analysis of P-6 data. School wide trends showing strengths and areas for improvement be noted Data used to assess individual student achievement over 12 months	● ● ●			
	Involve students in Grades 3 to 6 in the analysis of their own SPA data as a key element in setting their own goals for learning.	Staff	Ongoing	<b>6 months:</b> Students have their own data explained Goals for Semester 2 set	● ● ●			
				<b>12 months:</b> Regular checking of progress against set goals, and subsequent re-setting of goals	● ● ●			
	OnDemand testing be completed at least two times to measure and monitor progress. Whole staff NAPLAN data analysis to monitor progress and share in developing intervention planning for individual students.	Staff Staff	Ongoing  End of Term 3	<b>6 months:</b> Testing Gr. 3-6 completed. School wide data assessed for trends Results provided to students for analysis.	● ● ●			
<b>12 months:</b> Data graphed via SPA – whole school analysis Individual data analysed for setting of 2018 goals				● ● ●				
Develop a whole school approach to continuously improve teaching and learning programs, assessment and reporting	Principal Staff	End of Term 2	<b>6 months:</b> Staff Information Manual completed	● ● ●				
			<b>12 months:</b> Reviewed and modified for 2018	● ● ●				



processes and teacher development.	To involve School Council and Finance Committee in key productivity decisions and directions.	Principal School Council	Ongoing	<b>6 months:</b> All learning resources purchased and in place to promote quality teaching programs	● ● ●		
				<b>12 months:</b> Staff to be involved in 2017 budget evaluation and planning for curriculum resources for 2018	● ● ●		

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<b>SPELLING</b>	476	500	480	7/10 matched cohort students achieve 'expected' progress over 24 months 3/10 matched cohort students achieve 'high' progress over 24 months
<b>GRAMMAR &amp; PUNCTUATION</b>	483	503	501	7/10 matched cohort students achieve 'expected' progress over 24 months 3/10 matched cohort students achieve 'high' progress over 24 months
<b>NUMERACY</b>	497	500	525	7/10 matched cohort students achieve 'expected' progress over 24 months 3/10 matched cohort students achieve 'high' progress over 24 months

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To build teacher capacity to plan writing curriculum and assess writing including spelling, grammar, punctuation and structure to improve writing outcomes across the whole school.	Audit and modify as appropriate the Whole School Teaching and Learning Model to build consistency across classrooms.  Work with Julie Brady from Regional Office to strengthen whole school understanding of the Victorian Curriculum requirements	Principal Leading Teacher	Term 2	<b>6 months:</b> Whole school Teaching and Learning Model developed, documented and implemented Term 2 Vic Curriculum PD completed and stepped implementation timeline established	● ● ●			
				<b>12 months:</b> Consistent and effective whole school literacy programs implemented				
	New staff to participate in Seven Steps PD and all staff in internal and external writing professional development.	Principal	Term 2	<b>6 months:</b> Seven Steps PS opportunity sourced and attendance completed. Sharing of classroom practice to develop whole school approach to Seven Steps Program	● ● ●			
				<b>12 months:</b> Seven Steps to Writing Program implemented effectively across all grades An identifiable positive difference in matched cohort NAPLAN writing scores achieved				
	The whole school writing improvement plan using the Seven Steps To Writing Success model to be monitored. Links to Victorian Curriculum focused on. Seven Steps model to establish practices across classrooms with a specific target of improving grammar, spelling, expressive and descriptive writing achievement across the school.	Principal Leading Teacher	Ongoing	<b>6 months:</b> Specific aspects of Victorian Curriculum requirements addressed through Seven Steps Program Teacher assessed, NAPLAN & OnDemand scores showing individual student improvement in grammar, spelling, expressive and descriptive writing achievement across the school.	● ● ●			
				<b>12 months:</b> Teacher assessed, NAPLAN & OnDemand scores showing individual student improvement in grammar, spelling, expressive and descriptive writing achievement across the school. The whole school writing improvement plan using the Seven Steps To Writing Success model to be assessed				



				for effectiveness and changes made for 2018 implementation.							
To plan and assess a whole school approach to teaching and learning in numeracy.	Audit existing whole school approach to teaching numeracy.	Principal Leading Teacher	Term 2	<b>6 months:</b> Successful implementation of Mike Ymer Numeracy planners Evaluation of school wide Numeracy resources. Evaluation of Mike Ymer planners and compatibility with Victorian Curriculum	● ● ●						
				<b>12 months:</b> Successful and effective classroom implementation of Victorian Numeracy Curriculum	● ● ●						
	Develop differentiated classroom practice to improve student outcomes in Numeracy.	Principal Leading Teacher	Term 1	<b>6 months:</b> Implementation of senior grades maths group to provide differentiated instruction in key process areas. Movement of students between lower grades for differentiated Numeracy provision as required Early Years Numeracy data used to guide instruction for prep students and at risk Gr. 1/2 students	● ● ●						
				<b>12 months:</b> Increase in Victorian Curriculum based teacher assessed scores of students achieving a C or above for Numeracy in Nov/Dec assessments	● ● ●						
To engage in professional data discussions to ensure point of need teaching and learning programs.	Utilise the Whole School Accountability and Assessment Policy to gather student data. Engage in professional conversations around data to plan for and measure student progress over twelve months. Data driven teaching and learning	Principal Leading Teacher	Term 2	<b>6 months:</b> Data collected as per Whole School Accountability and Assessment Policy Teaching units actively discuss unit data for general trends and specific interventions Significant increase in use of SPA data collection tool. Student data actively drives teaching, and accurate reporting	● ● ●						
				<b>12 months:</b> End of year data collated for whole school trends At risk students identified for further intervention Data evaluated to guide 2018 AIP development	● ● ●						
				Implement ILP's for students at risk.	Principal Staff	Term 1	<b>6 months:</b> Individual Learning Plans developed for students at risk ILP's shared with parents at PT interviews	● ● ●			
							<b>12 months:</b> Student progress according to ILP targets assessed.	● ● ●			
	Set and meet ILP targets based on real and regular evidence. Achievements to be shared at SSG's or Parent Teacher interviews.	Principal Staff	Ongoing	<b>6 months:</b> ILP targets assessed and re-set for Semester 2 SSG's held in Week Three as well as June PT Interviews Student achievement data assessed and shared with parents	● ● ●						
				<b>12 months:</b> ILP targets assessed and evaluated SSG's held in Term Three and Four Student achievement data assessed and shared with parents	● ● ●						
	Whole staff NAPLAN data analysis to monitor progress and share in developing intervention planning for individual students.	Principal Staff	Term 3	<b>6 months:</b> Nil	● ● ●						
				<b>12 months:</b>	● ● ●						





			<p>All forms of Grade 3 and 5 data to be shared, analysed and evaluated.</p> <p>Matched cohort AIP targets achieved</p> <p>Students requiring further intervention identified</p>				
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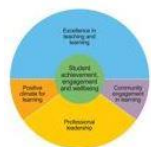
## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<p><b>GOAL</b> To ensure that students are engaged and motivated in their learning and well connected with their school and peers</p> <p><b>GOAL</b> To ensure a safe, orderly and stimulating environment for all students</p>																					
<b>IMPROVEMENT INITIATIVE</b>		Empowering students and building school pride																					
<b>STRATEGIC PLAN TARGETS</b>		<p><b>STUDENT ATTITUDES TO SCHOOL</b> Teaching and Learning areas be above state average Student Distress areas be above state average. Student Morale be at or above state average. School Connectedness to be at or above state average.</p>																					
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					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>																
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Promote leadership roles and responsibilities P-6	Appointment of School Captains – discussion of roles and responsibilities School Captain speeches and nominations- discussion of roles and responsibilities Election of Junior School Councillors and class representatives Implementation of the ‘It’s My School Too’ program	Principal Staff Students		<p><b>6 months:</b> Student leadership appointments made Roles and responsibilities negotiated and documented Introduction of ‘It’s My School Too’ program</p> <p><b>12 months:</b> Positive evaluation of the roles performed Positive change in school wide inclusive actions and behaviours Student Morale and School Connectedness data to be at or above state average</p>	● ● ●																		
Junior School Council to identify priority areas and initiatives. Attend regular School Council Meetings	JSC reps to meet with principal and identify targeted initiatives and special days. Calendar of events to be organised. JSC reps to speak at assembly to share information JSC to present at School Council	Principal Staff Students		<p><b>6 months:</b> Implementation of JSC calendar of events JSC representatives to promote events at assembly</p> <p><b>12 months:</b> List of ideas and actions prioritised and presented to School Council Junior School Council to present and discuss ideas for action. Feedback gathered from JSC for 2018 implementation</p>	● ● ●																		



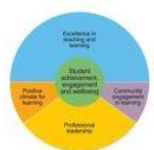
Representation in the local and wider community	Student leaders to have a high profile in community events eg. Soldiers Memorial, ANZAC Day, Australia Day	Principal Staff Students	<b>6 months:</b> School involvement completed on ANZAC Day, Australia Day, Soldiers Memorial unveiling	● ● ●		
			<b>12 months:</b> Student leadership representation completed at all local community events Student Leadership to write letters of thanks and acknowledgement where appropriate	● ● ●		

<b>STRATEGIC PLAN GOALS</b>	<p><b><u>GOAL</u></b> To ensure that students are engaged and motivated in their learning and well connected with their school and peers</p> <p><b><u>GOAL</u></b> To ensure a safe, orderly and stimulating environment for all students</p>
<b>IMPROVEMENT INITIATIVE</b>	Setting expectations and promoting inclusion
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Visual display and promotion of School Values in whole school areas and individual classrooms. School Values Awards at assembly each week	School Values to be displayed in assembly space. Weekly award winners to be highlighted.	Principal Staff Students		<b>6 months:</b> Awards presented at weekly assemblies – promoting expected behaviours, values and classroom achievements School Values to be made visible in shared learning space <b>12 months:</b> Evaluation of school wide values and their impact on students, families and school community Classroom Behaviour, Student Safety and Student Distress data to be at or above state average	● ● ●																	
Promotion of programs such as ‘Peer Mediation’, ‘It’s My School Too’ and ‘Seasons For Growth’ to promote understanding and inclusion.	Visit and video presentation from Jamie Roberts. Student Leaders to plan follow up. Sign up to ‘It’s My School Too’ board to be in assembly space Peer Mediators to be trained and program implemented Seasons for Growth Program to be implemented	Principal Staff Students		<b>6 months:</b> Peer Mediation training completed and senior students active in their roles – and promoting school wide problem solving support Implementation of ‘It’s My School Too’ presentation It’s My School Too display board and student signatures mounted <b>12months</b> Seasons For Growth program successfully implemented and reviewed.	● ● ●																	
Timetabling of Resilience Rights and Responsible Relationships	Eight modules of Resilience Rights and Responsible Relationships to be covered P-6. Sessions to be timetabled and linked to other whole school welfare aspects.	Principal Staff		<b>6 months:</b> RR&R program discussed and implemented school wide. Unit planning to cover RR&R implementation <b>12 months:</b> Senior students can clearly outline the eight topics and how they have changed the way they conduct themselves because of the involvement in the program	● ● ●																	





# 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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Yes	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Yes	Select status	
	<b>Setting expectations and promoting inclusion</b>	Yes	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				

