

Annual Implementation Plan: for Improving Student Outcomes

School name: James Cook Primary School

School number: 5136

Year: 2017

Based on strategic plan: 2015-2018

Endorsement:

Principal Anne Burgess

21/02/2017

Senior Education Improvement Leader Leonie Campbell / Margaret Staley [date]

School council Mansoor Kazi

21/02/2017

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
<p>Achievement</p> <ul style="list-style-type: none"> To improve student achievement levels across all areas of English. To improve student achievement outcomes in Number
<p>Engagement</p> <ul style="list-style-type: none"> To develop and improve student engagement to create highly motivated learners for 21st Century Learning. To place students at centre of learning. To increase student attendance at school To engage students globally with Asia through cross curricular priorities as well as a commitment to our sister school in China – Changzhou Xinbei Sanjing Experimental Primary School
<p>Wellbeing</p> <ul style="list-style-type: none"> To enhance the wellbeing of students, staff and parents in our school learning community through embedding common expectations for social competencies and resilience.
<p>Productivity</p> <ul style="list-style-type: none"> To align the allocation of resources (human financial, time space and materials) to maximise student learning, engagement and wellbeing outcomes for students Increase teacher capacity in 21st century ICT skills in learning and teaching

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.

The Relative Growth Data for NAPLAN Mathematics and Reading in particular, over the past few years, indicates that concerning proportions of students are achieving less than the two years expected learning growth from year three to year five – 2016 Mathematics 54% low growth – 2016 Reading 33% low growth. Teacher judgements as indicated by AusVELS progression points December 2015 /June 2016 for the 2016 NAPLAN cohorts are not consistent with the 2016 NAPLAN results.

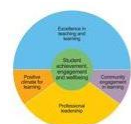
As a consequence of the school’s involvement in the Resilience Project in early 2016, it was realised that a more comprehensive, engaging and holistic approach to enhancing student learning, engagement and wellbeing is needed.

This has highlighted the need for an audit into the consistency of teaching practices and content knowledge for both Mathematics and Reading. Evaluation of current program delivery and time provision, along with professional learning for staff to build their capacity for purposeful data collection and analysis for is essential for the development of best practice and consistency in instructional approaches across the school.

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)
<p>To complete a documented developmental continuum of skill mastery for each level F-7 in Reading and Writing in English, and Number in Mathematics for JCPS.</p>	<ul style="list-style-type: none"> • Scheduled English and Mathematics curriculum team planning time to create and refine continuum documents. • Dedicated PLT agenda for completion of Inquiry Scope and Sequence and continuum level documents. To build teacher capacity in data literacy for informed and purposeful planning for differentiated learning and teaching. • To build teacher capacity in data literacy for informed and purposeful planning for differentiated learning and teaching. • Targeted Professional Learning for English and Mathematics PLT leaders.
<p>To Introduce a ‘Growth Mindset’ culture approach to building authentic resilience in students at JCPS.</p>	<ul style="list-style-type: none"> • To implement the MindUp Curriculum as a holistic approach to improving student engagement and wellbeing. • Provide resourcing and professional reading focusing on Growth Mindset language and teaching strategies.
<p>Team Leaders to participate in the review process for their teaching team members.</p>	<ul style="list-style-type: none"> • Staff PDP SMART goals to reflect professional growth in teaching practice in English and Mathematics. • Coaching for Team Leaders for the purpose of conducting mid-cycle reviews.



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		To improve student achievement levels across all areas of English				To improve student achievement outcomes in Number																																																																																																	
IMPROVEMENT INITIATIVE		To complete a documented developmental continuum of skill mastery for each level F-7 in Reading and Writing in English, and Number in Mathematics for JCPS.																																																																																																					
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> All teachers to assign accurate AUSVELS levels based on multiple sources of assessment For 80% of students achieving expected levels or above as indicated by teacher judgments in all areas of English. For 80% of students to achieve at least one year's growth in all areas of English as measured by NAPLAN and Teacher Judgement data To increase the percentage of students achieving high level growth in English as indicated by NAPLAN Growth Trend Data To be at or above state mean in teacher judgements in all areas of English. To decrease the percentage of students working in the bottom two bands in English as indicated by NAPLAN results. 																																																																																																					
12 MONTH TARGETS		<p>Completed continuum documents for Reading, Writing and Number skills / knowledge acquisition for explicit teaching Level F-6.</p> <table border="1"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="4">Year 3</th> <th colspan="4">Year 5</th> </tr> <tr> <th colspan="4">At or above Bands 4-6</th> <th colspan="4">At or above Bands 5-8</th> </tr> <tr> <th>Year</th> <th>Cohort size</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Cohort size</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>33</td> <td>88%</td> <td>97%</td> <td>88%</td> <td>34</td> <td>94%</td> <td>88%</td> <td>85%</td> </tr> <tr> <td>2015</td> <td>37</td> <td>88%</td> <td>91%</td> <td>89%</td> <td>28</td> <td>94%</td> <td>94%</td> <td>92%</td> </tr> <tr> <td>2016</td> <td>33</td> <td>100%</td> <td>90%</td> <td>70%</td> <td>30</td> <td>96%</td> <td>96%</td> <td>90%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">NAPLAN Matched Cohort</th> <th colspan="6">Relative Growth Year 5</th> </tr> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Year</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>2012-2014</td> <td>14%</td> <td>28%</td> <td>23%</td> <td>23%</td> <td>37%</td> <td>7%</td> </tr> <tr> <td>2013-2015</td> <td>47%</td> <td>5%</td> <td>33%</td> <td>14%</td> <td>37%</td> <td>10%</td> </tr> <tr> <td>2014-2016</td> <td>32%</td> <td>28%</td> <td>15%</td> <td>23%</td> <td>52%</td> <td>29%</td> </tr> </tbody> </table>								NAPLAN	Year 3				Year 5				At or above Bands 4-6				At or above Bands 5-8				Year	Cohort size	Reading	Writing	Maths	Cohort size	Reading	Writing	Maths	2014	33	88%	97%	88%	34	94%	88%	85%	2015	37	88%	91%	89%	28	94%	94%	92%	2016	33	100%	90%	70%	30	96%	96%	90%	NAPLAN Matched Cohort	Relative Growth Year 5						Reading		Writing		Maths		Year	Low	High	Low	High	Low	High	2012-2014	14%	28%	23%	23%	37%	7%	2013-2015	47%	5%	33%	14%	37%	10%	2014-2016	32%	28%	15%	23%	52%	29%
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Scheduled English and Mathematics curriculum team planning time to create and refine continuum documents.	<ul style="list-style-type: none"> English and Mathematics PLTS will be comprised of teachers representing a cross section of all teaching teams. Fortnightly meeting schedule to complete the skills continuum for explicit teaching of Reading, Writing and Number F-6. Staff meeting for consultation on final format and content of continuum documents 	All Staff	By the end of Term 2 2017	6 months: Completed continuum documents for Reading, Writing and Number F-7 available for all staff on the shared Teacher Drive.	● ● ●																																																																																																		
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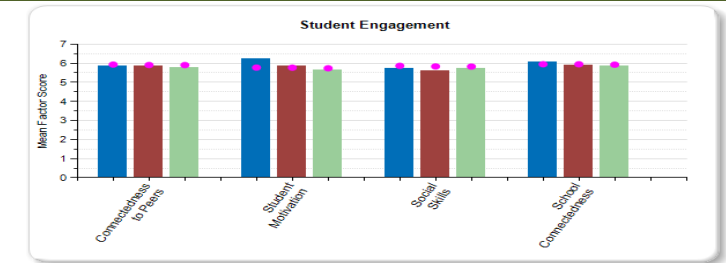


Dedicated PLT agenda for completion of Inquiry Scope and Sequence and continuum level documents.	<ul style="list-style-type: none"> Introduce an Inquiry PLT to evaluate and realign scope and sequence to ensure coverage of the Humanities Learning Area and Capabilities in the Victorian Curriculum. Revisit Backward Planning Model with staff in staff meeting and audit against current planning template against the model. 	Prin AP Inquiry Ldr / PLT	By the end of Term 1 2017	6 months: <ul style="list-style-type: none"> Revised and agreed unit of study template for term planning. Revised Units of Study for Terms 1-4 in the odd year 	● ● ●			
				12 months: <ul style="list-style-type: none"> Revised Units of Study for Terms 1-4 in the odd years Revised Units of Study for Terms 1-4 in the even years 	● ● ●			
To build teacher capacity in data literacy for informed and purposeful planning for differentiated learning and teaching.	<ul style="list-style-type: none"> Dedicated curriculum day for teachers to engage in professional development to increase their skills in the analysis and use of: <ul style="list-style-type: none"> PAT Maths Online diagnostic data. PAT Reading Online diagnostic data. NAPLAN Grade Xpert to increase their skills in it's use, and knowledge of it's capabilities for data analysis. Schedule portions of meetings dedicated to revisiting these data sets regularly at SIT, PLT, Staff, Module Team and PDP review meetings. 	Maths Ldr Int/Data Ldr AP Prin	Mid - March 2017 Term 1/2/3/4 2017	6 months: <ul style="list-style-type: none"> March 10 2017 Curriculum Day – NAPLAN / PAT Maths & Reading / Grade Xpert Module meeting minutes PLT meeting minutes 	● ● ●			
				12 months: <ul style="list-style-type: none"> March 10 2017 Curriculum Day – NAPLAN / PAT Maths & Reading / Grade Xpert Module meeting minutes PLT meeting minutes SIT meeting minutes Staff PDP comments 	● ● ●			
Targeted Professional Learning for English and Mathematics PLT leaders.	<ul style="list-style-type: none"> Principals As Literacy Leaders(PALL) training for SIT members Leading Mathematics (Monash University) for Maths PLT Leader 	AP Maths Ldr Int/Data Ldr Maths Ldr	Terms 1/2/3 2017	6 months: <ul style="list-style-type: none"> Concepts from PALL introduced to staff at staff meetings / professional development sessions. Concepts from Leading Maths PD introduced / implemented at staff professional development sessions / Maths PLT meetings. Concepts / strategies from professional learning identified for consideration at SIT meetings. 	● ● ●			
				12 months: <ul style="list-style-type: none"> Concepts from PALL and Leading Maths PD continued to be introduced to staff at staff meetings / professional development sessions. Recommendations for future direction in Reading and Mathematics instructional approaches presented to the SIT. 	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To develop and improve student engagement to create highly motivated learners for 21st Century Learning. To enhance the wellbeing of students, staff and parents in our school learning community through embedding common expectations for social competencies and resilience.																																
IMPROVEMENT INITIATIVE		To introduce a 'Growth Mindset' culture approach to building authentic resilience in students at JCPS.																																
STRATEGIC PLAN TARGETS		<p>Student Attitudes To school Survey mean scores will be in the 3rd or 4th quartile in each criteria</p> <p><u>Increase in the following SATS Scores:</u></p> <table border="0"> <tr> <td>Student Distress 6.05 to 6.2</td> <td>Stimulating learning- 4.33 to 4.6</td> </tr> <tr> <td>Student Moral 5.93 to 6.1</td> <td>Student motivation- 4.59 to 4.75</td> </tr> <tr> <td>Classroom behaviour 4.09 to 4.15</td> <td>School connectedness – 4.68 to 4.75</td> </tr> <tr> <td>Connectedness to peers 4.47 to 4.60</td> <td>Teacher effectiveness- 4.64 to 4.75</td> </tr> <tr> <td>Student safety 4.78 to 5.0</td> <td></td> </tr> </table> <p><u>Parent Opinion Survey mean scores will increase:</u></p> <p>Social skills 5.72 to 5.80 School connectedness 6.05 to 6.2</p>								Student Distress 6.05 to 6.2	Stimulating learning- 4.33 to 4.6	Student Moral 5.93 to 6.1	Student motivation- 4.59 to 4.75	Classroom behaviour 4.09 to 4.15	School connectedness – 4.68 to 4.75	Connectedness to peers 4.47 to 4.60	Teacher effectiveness- 4.64 to 4.75	Student safety 4.78 to 5.0																
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12 MONTH TARGETS		<p>Upward trend in SATS and POS data</p> <table border="0"> <tr> <td>SATS Engagement:</td> <td>Stimulating Learning → 4.64 (2016)</td> <td>Wellbeing:</td> <td>Student Distress → 6.44 (2016)</td> <td>POS</td> </tr> <tr> <td></td> <td>Student Motivation → 4.79 (2016)</td> <td></td> <td>Student Morale → 6.06 (2016)</td> <td></td> </tr> <tr> <td></td> <td>School Connectedness → 4.76 (2016)</td> <td></td> <td>Classroom Behaviour → 4.46 (2016)</td> <td></td> </tr> <tr> <td></td> <td>Teacher Effectiveness → 4.70 (2016)</td> <td></td> <td>Connectedness to peers → 4.67 (2016)</td> <td></td> </tr> <tr> <td>Student Safety → 4.79 (2016)*</td> <td>4.80 target for 2016</td> <td></td> <td></td> <td></td> </tr> </table>								SATS Engagement:	Stimulating Learning → 4.64 (2016)	Wellbeing:	Student Distress → 6.44 (2016)	POS		Student Motivation → 4.79 (2016)		Student Morale → 6.06 (2016)			School Connectedness → 4.76 (2016)		Classroom Behaviour → 4.46 (2016)			Teacher Effectiveness → 4.70 (2016)		Connectedness to peers → 4.67 (2016)		Student Safety → 4.79 (2016)*	4.80 target for 2016			
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To implement the MindUp Curriculum as a holistic approach to improving student engagement and wellbeing.	<ul style="list-style-type: none"> Purchase MindUp Curriculum resource books for all staff F-6, inclusive of specialists. Professional learning sessions dedicated to MindUp included in the meeting schedule. Modelled sessions for teachers in the teaching of Brain Science. MindUp Curriculum teaching to be a focus in the term one unit of study 'Believe to Succeed' along with the four Capabilities learning areas. 	Prin AP	December 2016	6 months: <ul style="list-style-type: none"> Term One Study Unit Planners with Capabilities and Brain Science focus F-6. MindUp Curriculum teacher reference provided to ALL staff 	● ● ●		\$400																											
		Wellbeing Team All staff	February / March 2017	12 months: <ul style="list-style-type: none"> Term Study Unit Planners with MindUp units covered in Terms Two-Four, esp. years three-six. Staff meeting / PD session minutes handouts. Teacher reflections journal for Growth Mindset PD and delivery. 	● ● ●																													
Provide resourcing and professional reading focusing on Growth Mindset language and teaching strategies.	<ul style="list-style-type: none"> Purchase 'Mindsets in the Classroom' reference, resource books and poster sets for all staff F-6, inclusive of specialists. Professional learning sessions dedicated to Growth Mindset and thinking skills included in the meeting schedule. Make explicit links between You Can Do It, Just Get Active and Mindup Curriculum concepts. 	Prin	December 2016	6 months: <ul style="list-style-type: none"> 'Mindsets in the Classroom' teacher reference, resource book and poster sets provided to ALL staff Staff meeting / PD session minutes handouts. Teacher PDP SMART goals reflecting Growth Mindset professional learning goals 	● ● ●		\$1500																											
		Prin AP All staff	February – September 2017	12 months:	● ● ●																													



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To align the allocation of resources (human, time, space and materials) to maximise student learning, engagement and wellbeing outcomes for students.							
OTHER IMPROVEMENT MODEL DIMENSIONS	Professional Leadership – Building Leadership Teams							
STRATEGIC PLAN TARGETS	Budgets reflect needs in priority areas of: English – Maths – ICT – Professional Learning and Infrastructure - Wellbeing							
12 MONTH TARGETS	Staff PDP SMART goals to reflect professional learning for growth in practise and content knowledge in English and Number in Mathematics. Team Leaders to participate in the review process for their teaching team members.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
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Staff PDP SMART goals to reflect professional growth in teaching practice in English and Mathematics.	<ul style="list-style-type: none"> Pre / post survey for staff re: confidence, understanding and writing of SMART goals. Professional development session for both teaching and education support staff to build their capacity to formulate SMART SMART goals to be aligned to AIP target areas and improvement strategies. 	Prin Prin AP All staff	Early Feb 2017	6 months: <ul style="list-style-type: none"> Pre-survey re confidence, understanding and capability for formulating individual SMART goals. PD allocated times for SMART Goal formulation. SMART goals formulated and approved Mid-cycle reviews facilitated by team leaders 	● ● ●			
			By the end of Feb 2017	12 months: <ul style="list-style-type: none"> Post survey result indicate increased confidence, understanding and capability for formulating individual SMART goals. Reviewee comments indicate personal growth and satisfaction of achievement. Evaluative comments for shaping goals for 2017 will be evident in reviewee and reviewer comments. 	● ● ●			
Coaching for Team Leaders for the purpose of conducting mid-cycle reviews	<ul style="list-style-type: none"> Time dedicated in Executive Team meetings for coaching team leaders to facilitate and support their team members in devising, and subsequent reviewing of progress towards and achievement of Team Leader lead mid-cycle review meetings, inclusive of reviewer comments 	Prin AP Team Ldrs	February – March 2017	6 months: <ul style="list-style-type: none"> Executive meeting minutes Mid-cycle review comments inclusive of team leader comments. 	● ● ●			
			→ June 2017	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:				