Annual Implementation Plan: for Improving Student Outcomes

School name: Mornington Primary School

School number: 2033

Year: 2017

Based on strategic plan: 2016 - 2019

Endorsement:

Principal   Silvio Vitale   March 27, 2017

Senior Education Improvement Leader   Dennis Pratt   March 27. 2017

School council   Deborah Osborne   March 27, 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
Excellence in Teaching (ACHIEVEMENT) To maximize learning growth in our students while maintaining high expectations of achievement in all areas of the curriculum by improving teacher practice. **Positive Climate for Learning** (ENGAGEMENT) To have a culture that inspires students, engages and connects them to their learning and encourages the development of learner agency and a growth mindset. (WELLBEING) To have a community of support that actively develops the wellbeing and resilience of students and staff within a safe, inclusive and stimulating environment, including the development of 'respectful relationships'.

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.

Excellence in Teaching & Learning: Building practice excellence
 	
Educational research indicates that the knowledge and skills of teachers has the greatest impact on learning growth in students. Further, research also points to specific teaching strategies and approaches that have the greatest impact on student learning.
 	
Collective efficacy: the belief teachers have in their collective capacity to improve student learning, is a lead indicator and a significant contributing factor in building teacher practice, leading to improved student learning outcomes.
 	
By exploring the available research and implementing school-wide practices that support teachers to enhance their knowledge and skills, and implement strategies with the highest impact, we will maximise the learning growth of our students.
 	
At Mornington Primary School, the percentage of positive responses (agree/strongly agree) to the 'collective efficacy' factor in the school staff survey, has increased over the past 3 years: 73 % (2014), 79 % (2015), 82 % (2016).
 	
Targets:
 	
To achieve student learning outcomes that are consistently above 'national', 'state', 'school type', Network and LGA outcomes, in the areas of literacy and numeracy:
1. NAPLAN:
  • relative growth years 3 to 5
  • Year 3: mean score & % of student bands 3 to 6

- Year 5: mean score & % of student bands 5 – 8
2. Teacher Judgments (AusVELS)
   - school 'mean' score
   - % of students achieving A, B and C at each year level and P-6 whole-school aggregate

Other measures of improvement include:
3. School Staff Survey: 'Collective Efficacy' mean factor score.
4. Student Attitudes to School Survey: 'Teacher Effectiveness', 'Teacher Empathy and 'Stimulating Learning' mean factor score.
5. Parent Opinion Survey: 'Stimulating Learning', 'Learning Focus' and 'General Satisfaction' mean factor score.

Positive Climate for Learning: Empowering students and building school pride

The development of 'learner agency' and a 'growth mindset' can provide students with the 'capabilities' and 'skills' that will enable them to take increasing responsibility for their learning and have confidence in their ability to learn. This will further result, in students who are more likely to make meaningful decisions about their learning and be more fully engaged in their learning journey. The PYP philosophy develops students' 'capabilities' through the 'learner profile', 'attitudes', 'trans-disciplinary skills', 'learners constructing meaning cycle' and 'inquiry methodology.' We believe that this set of capabilities and skills is best described through an overriding description as 'learner agency' and the development of a 'growth mindset'.

The 'Learning confidence' factor in the *Student Attitudes to School Survey* is a lead indicator to improvement in student learning outcomes. The 'learning confidence' mean factor score for MPS has improved over the past 3 years: 4.04 (2014), 4.19 (2015) , 4.37(2016) . In 2016, 83% of students in years 5 – 6 responded positively to questions related to the 'learning confidence' factor.

Targets:

A range of data will be utilised to measure student learning outcomes benchmarked against 'national', 'state', 'school type', Network and LGA outcomes, in the areas related to 'empowering students and building school pride.' . These include:

1. To achieve 'Factor scores' in the 'Academic Emphasis' component of the 'Staff Survey' that are consistently above corresponding scores for both 'State' and 'Region'.
2. To achieve 'factor scores' in the 'Teaching and Learning' component of the 'Attitudes to School Survey' that are consistently above corresponding scores for both 'State' and 'Region':
   - Learning Confidence
   - Student Motivation
3. To achieve 'factor scores' in the 'Student Engagement' component of the 'Parent Opinion Survey' that are consistently above the corresponding scores for 'school type' (Primary):
   - Student Motivation
   - School Connectedness

Positive Climate for Learning: Setting expectations and promoting inclusion

The development of 'respectful relationships' is seen as a significant community issue in the prevention of family violence, in particular, violence against women and their children. Evidence shows that schools and early childhood services can play a powerful role in changing this story for future generations (DET 2016). Mornington PS will explore this area and support the staged implementation of this initiative over the coming years by exploring the available research and resources, and implementing school-wide practices that support teachers to enhance their knowledge and skills, in building 'respectful relationships' within the school community.

At MPS, the Student Relationships (Classroom Behaviour, Connectedness to Peers, Student Safety) and Wellbeing (Student Distress, Student Morale), are above the region and state mean factor scores. MPS will continue to enhance these areas through a continued focus on the PYP; Learner Profile and Attitudes and the inclusion of 'Respectful Relationships' within our curriculum.

Targets:

1. To achieve 'factor scores' in the 'Wellbeing' and 'Student Relationships' areas of the 'Attitudes to School Survey' that are consistently above corresponding scores for both 'State' and 'Region':
   - Wellbeing:
     - Student Morale
     - Student Distress
   - Student Relationships:
     - Connectedness to Peers
     - Classroom Behaviour
     - Student Safety
2. To achieve 'factor scores' in the 'Parent Opinion Survey' that are consistently above the corresponding scores for 'school type' (Primary):
   - Behaviour Management
   - Student Safety
   - Classroom Behaviour
   - Connectedness to Peers

Framework for Improving Student Outcomes

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	**Writing**
	
	Professional Knowledge:
	• The amalgamation of the NAPLAN Marking Guide, the Australian Writing Criterion and the Victorian Curriculum.
	
	Professional Practice:
	• Develop and document a comprehensive strategy for teaching Writing that will include:
	   o The elements of a great Writing lesson.
	   o The explicit teaching of the 'elements that make a great piece of Writing'.
	   o Inquiry methodology
	   o The development of a school-wide approach to student goal-setting at the 'whole text', 'sentence' and 'word' levels.
	   o The provision of feedback to students about their Writing and the development of a culture of reception to feedback for improvement.
	   o The development of classroom structures and processes, with student input, that best facilitate the above
	   o Broader links to literacy: Reading and Speaking & Listening
	
	Mathematics
	
	Build Professional Knowledge:
	Develop and document a whole school 'Approach to Teaching Mathematics' that utilises the Victorian Curriculum, Extended Mathematical Understanding (EMU) Program, the current MPS Essential Agreement and the PYP inquiry methodology.
	
	This is also to include assessment tools and strategies that teaching and learning practices. These may include, NAPLAN, MAI, PAT, On-demand, Pre and post testing and teacher judgments.
	
	Building Professional Practice:
	Utilise staff & Mod meeting times to engage in professional learning to support this area and further develop existing practice with the following:
	• The elements of a great Mathematics lesson.
	• The explicit teaching of the Four Proficiencies: Reasoning, Problem Solving, Understanding and Fluency.
	• The use of the inquiry methodology to enhance teaching in this area, including the further development of stand-alone Mathematics Inquiry Planners.
	• The development of a school-wide approach to student goal-setting in Mathematics (Learner Agency).
	• The provision of feedback to students about their Mathematical progress and the development of a culture of reception to feedback for improvement (Growth Mindset).
	• The development of classroom structures and processes, with student input, that best facilitate the above.
	
	Performance & Development:
	• Align all PDPs to these areas of improvement
	• PDPs to be team based to promote collective efficacy, provide support to all teachers and build consistency of practice.
	• PDPs linked to peer-observations undertaken within each of the teaching teams
	• Principal Observations to be linked to this improvement area.
	
	AITSL Standards:
	• 3.1 Establish challenging learning goals
	• 3.2 Plan, structure and sequence learning programs
	• 3.3 Use teaching strategies
	• 4.2 Manage classroom activities

Empowering Students and Building School Pride through learner agency.	Professional Knowledge: • Continue to explore the research related to 'learner agency' • Develop a school-wide shared understanding of 'learner agency' that includes input from students. Professional Practice: • Identify the conditions in a classroom/school that encourage learner agency and those that may detract: more of / less of. • Identify current practice that supports the development of learner agency, including the role of the inquiry methodology. • Identify the capabilities and skills students need to develop 'their' learner agency including: o Links to the PYP: Inquiry; Trans-disciplinary Skills; Learners Constructing Meaning Cycle; ? o Input into classroom structures and process o Goal setting Performance & Development: • Align all PDPs to this area of improvement: o PDPs to be team based to promote collective efficacy, provide support to all teachers and build consistency of practice. o PDPs linked to peer-observations undertaken within each of the teaching teams o Principal Observations to be linked to this improvement area.
Setting expectations and promoting inclusion.	Professional Knowledge: • Become familiar with the DET initiative of 'Respectful Relationships'. • Continue to explore the research and DET resources that supports the development of a 'respectful relationships'. • Explore the research related to the influence of 'teacher-student' and 'student-student' relationships on student wellbeing and learning growth and implement appropriate strategies to enhance relationships. • Explore research related to 'Social and Emotional Learning (SEL) through professional reading, consulting experts, school visits and staff conversations. • Explore, Evaluate and document the inclusion of 'respectful relationships' within the Positive Classroom Culture and the PYP. Professional Practice: • Implement Positive Classroom Culture: Related to the PYP Learner Profile and Attitudes; linked to Social & Emotional Learning; embedded in daily practice and referenced to the DET 'respectful relationships'. • Begin to implement classroom and school-wide strategies that support the development of respectful relationships. • Support staff to implement strategies across the school and in the classroom which increase 'respectful relationships': o How do we identify the appropriate strategies? How will we know if they are working? • Develop a 'Respectful Relationships' Essential Agreement' that actively supports the development of respectful relationships and promotes 'gender equity'. Performance & Development: • Collect and analyse data from teachers and students to determine the extent to which 'respectful relationships' are evident in our classrooms/school: o What type of data will we collect? What type of tools can be utilised for this? What will our benchmarks be?

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 not 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	**Excellence in Teaching (Achievement)** To maximize learning growth in our students while maintaining high expectations of achievement in all areas of the curriculum by improving teacher practice.
IMPROVEMENT INITIATIVE	**Building Practice Excellence in Writing & Mathematics**
STRATEGIC PLAN TARGETS	Targets: To achieve student learning outcomes that are consistently above 'national', 'state', 'school type', Network and LGA outcomes, in the areas of literacy and numeracy: 1. NAPLAN: • relative growth years 3 to 5 • Year 3: mean score & % of student bands 3 to 6 • Year 5: mean score & % of student bands 5 – 8 2. Teacher Judgments (AusVELS) • school 'mean' score • % of students achieving A, B and C at each year level and P-6 whole-school aggregate Other measures of improvement include: 3. School Staff Survey: 'Collective Efficacy' mean factor score. 4. Student Attitudes to School Survey: 'Teacher Effectiveness', 'Teacher Empathy and 'Stimulating Learning' mean factor score. 5. Parent Opinion Survey: 'Stimulating Learning', 'Learning Focus' and 'General Satisfaction' mean factor score.
12 MONTH TARGETS	[**Drafting Note** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)] What other measures could be used for non-NAPLAN years other than teacher judgments? PAT tests – Reading & Maths

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
				12 months:	🔴 🟡 🟢				
Build Professional Knowledge:	Develop and document a whole school 'Writing Approach' that utilises the Victorian Curriculum, along with a number of other resources that may include, the Australian Writing Criterion, the NAPLAN Marking Guide, First Steps Writing Continuum, PYP inquiry methodology and the Writers' Workshop approach.	Tina Vallance (Leadership and Mod teams)	Draft to be completed by the end of 2017	6 months: Draft document available for whole staff application and further refinement • Teachers utilising 'assessment' part of document to assist their student to set goals at the 'whole text', 'sentence' and 'word' levels (Learner Agency).	🔴 🟡 🟢	Completed draft documents			
				12 months: • Final draft document has been completed and is being implemented by all Mods and in all classrooms.	🔴 🟡 🟢	Completed final document with evidence of implementation via curriculum planning.			
Building Professional Practice:	Utilise staff & Mod meeting times to engage in professional learning to support this area and develop the following: • The elements of a great Writing lesson.	Tina Vallance (Leadership and Mod	Draft to be completed by the end of	6 months: Revisit current documentation regarding Writers' Workshop: Essential Agreement: • Elements of a great writing lesson • Explicit teaching methodology including inquiry.	🔴 🟡 🟢	Evidence of inclusion of the elements of great writing in planning documents and classroom observations.			

	• The explicit teaching of the 'elements that make a great piece of Writing'.
	• The use of the inquiry methodology to enhance teaching in this area.
	• The development of a school-wide approach to student goal-setting at the 'whole text', 'sentence' and 'word' levels (Learner Agency).
	• The provision of feedback to students about their Writing and the development of a culture of reception to feedback for improvement (Growth Mindset).
	• The development of classroom structures and processes, with student input, that best facilitate the above
	• Broader links to literacy: Reading and Speaking & Listening
		teams)	2017.	**12 months:**
				• Documented evidence through mod meeting minutes and planning documents that:
				   ○ The 'elements of a great piece of Writing' are being taught in each class.
				   ○ A whole school approach to student goal setting: Prep – Year 6 has been developed and is being implemented.
				   ○ The students are setting appropriate writing goals at 'whole text', 'sentence' and 'word' levels (Learner Agency).
				   ○ Feedback processes (to students about their writing) are implemented from Prep – Year 6. (Growth Mindset
				   ○ Link 'writing' to other areas of literacy: Reading and Speaking & Listening.
					🔴 🟡 🟢	• Evidence of whole school student goal-setting in planning documents and classroom observations
						• Evidence of whole school feedback processes in planning documents and classroom observations
						• Evidence of improved learning outcomes in Writing as measured in the NAPLAN and Teacher Judgments – as per targets.		

Build Professional Knowledge:	Develop and document a whole school 'Approach to Teaching Mathematics' that utilises the Victorian Curriculum, Extended Mathematical Understanding (EMU) Program, the current MPS Essential Agreement and the PYP inquiry methodology. This is also to include assessment tools and strategies that teaching and learning practices. These may include, NAPLAN, MAI, PAT, On-demand, Pre and post testing and teacher judgments.	Kellie Salmon		**6 months:** Revisited the existing Mathematics Essential Agreement which outlines the MPS philosophy, methodology and to include assessment.	🔴 🟡 🟢	Staff meeting allocated for this purpose has been implemented and followed up via Mod teams.		
				12 months: Completed documentation as indicated.	🔴 🟡 🟢	• Completed documentation of 'MPS Approach to Teaching Mathematics' and evidence of this approach being implemented in all classes via observations and planning documentation.		
Building Professional Practice:	Utilise staff & Mod meeting times to engage in professional learning to support this area and further develop existing practice with the following: • The elements of a great Mathematics lesson. • The explicit teaching of the Four Proficiencies: Reasoning, Problem Solving, Understanding and Fluency. • The use of the inquiry methodology to enhance teaching in this area, including the further development of stand-alone Mathematics Inquiry Planners. • The development of a school-wide approach to student goal-setting in Mathematics (Learner Agency). • The provision of feedback to students about their Mathematical progress and the development of a culture of			**6 months:** • Commence the better use of 'inquiry' methodology in the teaching of Mathematics: PYP concepts; the four proficiencies (Vic Curric); using assessment data to inform teaching.	🔴 🟡 🟢	• Evidence of further inquiry units developed to teach Mathematics via an 'inquiry' methodology.		

				12 months:
				• Student goal setting & feedback to students is to be included in planning the Mathematics curriculum, including teachers' work programs.
				• Inquiry approach to the teaching of Mathematics is more prevalent and mods have developed at least one new Mathematics UoI.
				• Instructional observations conducted by Mathematics coordinator/mod leader and Principal using an 'instructional rounds' model, to collect data on teaching practice and provide feedback to mod teams:
				   ○ Term 1 – Mod 3
				   ○ Term 2 – Mod 1 & Mod 2
				   ○ Term 3 – Mod 4
				• Mathematics Coordinator (Kellie Salmon) to provide professional support to Mods and individual teachers,
					🔴 🟡 🟢	• Feedback processes in Mathematics are being developed and implemented by each Mod team.
						• Mathematics Inquiry units completed and implemented by each Mod team.
						• Instructional Observations have been conducted and feedback provided to Mod teams.
						• Support provided to individual teachers and Mod teams as required and based on observation/experience.
						• Evidence of improved learning outcomes in Mathematics as measured in the NAPLAN, Teacher Judgments, MAI and other measures as appropriate – as per targets.		

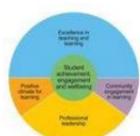|							
	reception to feedback for improvement (Growth Mindset). • The development of classroom structures and processes, with student input, that best facilitate the above.			to improve professional practice.			

Performance & Development:	• Align all PDPs to an area of improvement:
	  o PDPs to be team based to promote collective efficacy, provide support to all teachers and build consistency of practice.
	  o PDPs linked to peer-observations undertaken within each of the teaching teams
	  o Principal Observations to be linked to this improvement area.
		Principal & Mod leaders		6 months:
				• All PDPs developed by the end of February aligned to the school's AIP & the AITSL Standards listed.
				• All PDPs entered into on-line system by the end of April.
				• First principal/ LT observations of all teachers and ES staff working in Learning Support Program have taken place in term 1.
				• First Peer observations to be conducted by the end of term 1.
					🔴 🟡 🟢	• All PDPs developed by the end of February aligned to the school's AIP & the AITSL Standards listed.
						• All PDPs entered into on-line system by the end of April.
						• First principal/ LT observations of all teachers and ES staff working in Learning Support Program have taken place in term 1.
						• First Peer observations to be conducted by the end of term 1.	

	AITSL Standards: Professional Knowledge • 2.5 Literacy and numeracy strategies Professional Practice • 3.1 Establish challenging learning goals • 3.2 Plan, structure and sequence learning programs • 3.3 Use teaching strategies • 4.2 Manage classroom activities • 5.2 Provide feedback to students on their learning Professional Engagement • 6.3 Engage with colleagues and improve practice			12 months: • Second Principal /LT observations completed, including analysis of data & feedback. • Second Peer Observation completed in term 3. • All PDPs completed by end of year.	🔴 🟡 🟢	• Second Principal /LT observations completed, including analysis of data & feedback. • Second Peer Observation completed in term 3. • All PDPs completed by end of year.	

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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	**Positive Climate for Learning**
	To have a culture that inspires students, engages and connects them to their learning and encourages learner agency and a growth mindset. (ENGAGEMENT):
IMPROVEMENT INITIATIVE	**Empowering students and building school pride**
STRATEGIC PLAN TARGETS	Targets: A range of data will be utilised to measure student learning outcomes benchmarked against 'national', 'state', 'school type', Network and LGA outcomes, in the areas related to 'empowering students and building school pride.' . These include: 4. To achieve 'Factor scores' in the 'Academic Emphasis' component of the 'Staff Survey' that are consistently above corresponding scores for both 'State' and 'Region'. 5. To achieve 'factor scores' in the 'Teaching and Learning' component of the 'Attitudes to School Survey' that are consistently above corresponding scores for both 'State' and 'Region': • Learning Confidence • Student Motivation 6. To achieve 'factor scores' in the 'Student Engagement' component of the 'Parent Opinion Survey' that are consistently above the corresponding scores for 'school type' (Primary): • Student Motivation • School Connectedness
12 MONTH TARGETS	[**Drafting Note** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. On-Demand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴🟡🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴🟡🟢			
Build Professional Knowledge:	• Continue to explore the research related to 'learner agency' and 'Growth Mindset' • Develop a school-wide shared understanding of 'learner agency' and 'Growth Mindset'.	Nye Williams & Susan Mattingley		6 months: • Andrew Fuller (pupil-free day) • Staff meeting(s) designated to further develop our professional knowledge and understanding through readings, presentations and conversations	🔴🟡🟢	Staff have participated in: • Andrew Fuller (pupil-free day) • Staff meeting(s) designated to further develop our professional knowledge and understanding through readings, presentations and conversations		
				12 months: • Staff meeting(s) designated to further develop our professional knowledge and understanding through readings, presentations and conversations.	🔴🟡🟢	Staff have been involved in professional learning via Guest speakers, professional reading, professional conversation and peer observations.		
Build Professional Practice:	• Identify the conditions in a classroom/school that encourage 'learner agency' and 'Growth Mindset', and those that may detract: more of / less of. • Identify current practice that supports the development of 'learner agency' and 'Growth Mindset', including the role of the inquiry methodology. • Identify the capabilities and skills students need to develop 'their' 'learner agency' and 'Growth Mindset' via:			6 months: • Mod teams develop strategies and classroom processes to develop, in students, a greater awareness of 'learner agency' and 'growth mindset', particularly in relation to Writing.	🔴🟡🟢	• Curriculum planning includes strategies and classroom processes to develop, in students, a greater awareness of 'learner agency' and 'growth mindset', particularly in relation to Writing. • Evidence that Mod teams are beginning to develop and implement strategies and classroom processes to develop, in students, a greater awareness of 'learner agency' and 'growth mindset', particularly in relation to Writing.		

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Published: February 2016

	o The Victorian Curriculum Capabilities o The PYP: Inquiry; Trans-disciplinary Skills; Learners Constructing Meaning Cycle. o Their contribution to classroom structures and processes. o Goal setting and feedback			**12 months:** • Evidence that Mod teams have developed and are implementing strategies and classroom processes to develop, in students, a greater awareness of 'learner agency' and 'growth mindset', particularly in relation to Writing.	🔴 🟡 🟢	• Evidence that Mod teams have developed and are implementing strategies and classroom processes to develop, in students, a greater awareness of 'learner agency' and 'growth mindset', particularly in relation to Writing. • Evidence of improved outcomes as per targets.		
Performance & Development:	• Align all PDPs to an area of improvement: o PDPs to be team based to promote collective efficacy, provide support to all teachers and build consistency of practice. o PDPs linked to peer-observations undertaken within each of the teaching teams o Principal Observations to be linked to this improvement area. AITSL Standards: • 3.1 Establish challenging learning goals • 3.2 Plan, structure and sequence learning programs • 3.3 Use teaching strategies • 4.2 Manage classroom activities	Principal & Mod leaders		**6 months:** • All PDPs developed by the end of February aligned to the school's AIP & the AITSL Standards listed. • All PDPs entered into on-line system by the end of April. • First principal/ LT observations of all teachers and ES staff working in Learning Support Program have taken place in term 1. • First Peer observations to be conducted by the end of term 1.	🔴 🟡 🟢	• All PDPs developed by the end of February aligned to the school's AIP & the AITSL Standards listed. • All PDPs entered into on-line system by the end of April. • First principal/ LT observations of all teachers and ES staff working in Learning Support Program have taken place in term 1. • First Peer observations to be conducted by the end of term 1.		
				12 months: • Second Principal /LT observations completed, including analysis of data & feedback. • Second Peer Observation completed in term 3. • All PDPs completed by end of year.	🔴 🟡 🟢	• Second Principal /LT observations completed, including analysis of data & feedback. • Second Peer Observation completed in term 3. • All PDPs completed by end of year.		

Framework for Improving Student Outcomes

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	**Positive Climate for Learning**
	To have a community of support that actively develops the wellbeing and resilience of students and staff within a safe, inclusive and stimulating environment, including the development of 'respectful relationships'. (WELLBEING)
IMPROVEMENT INITIATIVE	**Setting expectations and promoting inclusion**
STRATEGIC PLAN TARGETS	Targets:

Targets section (STRATEGIC PLAN TARGETS):

1. To achieve 'factor scores' in the 'Wellbeing' and 'Student Relationships' areas of the 'Attitudes to School Survey' that are consistently above corresponding scores for both 'State' and 'Region':
   - Wellbeing:
     - Student Morale
     - Student Distress
   - Student Relationships:
     - Connectedness to Peers
     - Classroom Behaviour
     - Student Safety
2. To achieve 'factor scores' in the 'Parent Opinion Survey' that are consistently above the corresponding scores for 'school type' (Primary):
   - Behaviour Management
   - Student Safety
   - Classroom Behaviour
   - Connectedness to Peers

12 MONTH TARGETS	[**Drafting Note** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. On-Demand data)]

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				12 months:	● ● ●			
Build Professional Knowledge:	• Become familiar with the DET initiative of 'Respectful Relationships'. • Continue to explore the research and DET resources that support the development of a 'respectful relationships'. • Explore the research related to the influence of 'teacher-student' and 'student-student' relationships on student wellbeing and learning growth and implement appropriate strategies to enhance relationships. • Explore research related to 'Social and Emotional Learning (SEL)' through professional reading, consulting experts, school visits and staff conversations. • Explore, Evaluate and document the inclusion of 'respectful relationships' within the Positive Classroom Culture and the PYP.	Tina Vallance		6 months: • Presentation to staff meeting to explore the DET 'Respectful Relationships' initiative and the resources available via the DET website. • Realign MPS 'Positive Classroom Culture' to include 'respectful relationships' • Andrew Fuller (pupil-free day) • Staff meeting(s) designated to further develop our professional knowledge and understanding through readings, presentations and conversations	● ● ●	Staff have participated in: • Andrew Fuller (pupil-free day) • Staff meeting(s) designated to further develop our professional knowledge and understanding through readings, presentations and conversations		
				12 months: • Staff meeting(s) designated to further develop our professional knowledge and understanding through readings, presentations and conversations.	● ● ●	Staff have been involved in professional learning via Guest speakers, professional reading, professional conversation and peer observations.		
Build Professional	• Implement Positive Classroom Culture:			6 months:	● ● ●	• Evidence that Mod teams are beginning to		

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Practice:	Related to the PYP Learner Profile and Attitudes; linked to Social & Emotional Learning; embedded in daily practice and referenced to the DET 'respectful relationships'.
	• Begin to implement classroom and school-wide strategies that support the development of 'respectful relationships'.
	• Support staff to implement strategies across the school and in the classroom which increase 'respectful relationships':
	   o How do we identify the appropriate strategies? How will we know if they are working?
	   o Develop a 'Respectful Relationships' Essential Agreement' that actively supports the development of respectful relationships and promotes 'gender equity'.
				Mod teams develop strategies and classroom processes to develop, in students, a greater awareness of 'social & emotional' learning, linked to DET 'respectful relationships' and aligned to the PYP 'learner profile and attitudes'.		develop and implement strategies and classroom processes to develop, in students, a greater awareness of 'social & emotional' learning, linked to DET 'respectful relationships' and aligned to the PYP 'learner profile and attitudes'.
						• Curriculum planning includes strategies and classroom processes to develop, in students, a greater awareness of 'social & emotional' learning, linked to DET 'respectful relationships' and aligned to the PYP 'learner profile and attitudes'.		

				12 months: Evidence that Mod teams have developed and are implementing strategies and classroom processes to develop, in students, a greater understanding of 'social & emotional' learning, linked to DET 'respectful relationships' and aligned to the PYP 'learner profile and attitudes'.	🔴🟡🟢	• Evidence that Mod teams have developed and are implementing strategies and classroom processes to develop, in students, a greater awareness of 'social & emotional' learning, linked to DET 'respectful relationships' and aligned to the PYP 'learner profile and attitudes'. • Evidence of improved outcomes as per targets.		

Performance & Development:	• Align all PDPs to an area of improvement:
	   o PDPs to be team based to promote collective efficacy, provide support to all teachers and build consistency of practice.
	   o PDPs linked to peer-observations undertaken within each of the teaching teams
	   o Principal Observations to be linked to this improvement area.
	
	AITSL Standards:
	• 3.1 Establish challenging learning goals
	• 3.2 Plan, structure and sequence learning programs
	• 3.3 Use teaching strategies
	• 4.2 Manage classroom activitiesCollect and analyse data from teachers and students to determine the extent to which 'respectful relationships' are evident in our classrooms/school:
	   o What type of data will we collect? What type of tools can be utilised for this? What will our benchmarks be?
				6 months:
				• All PDPs developed by the end of February aligned to the school's AIP & the AITSL Standards listed.
				• All PDPs entered into on-line system by the end of April.
				• First principal/ LT observations of all teachers and ES staff working in Learning Support Program have taken place in term 1.
				• First Peer observations to be conducted by the end of term 1.
					🔴🟡🟢	• All PDPs developed by the end of February aligned to the school's AIP & the AITSL Standards listed.
						• All PDPs entered into on-line system by the end of April.
						• First principal/ LT observations of all teachers and ES staff working in Learning Support Program have taken place in term 1.
						• First Peer observations to be conducted by the end of term 1.		

				12 months: • Second Principal /LT observations completed, including analysis of data & feedback. • Second Peer Observation completed in term 3. • All PDPs completed by end of year.	🔴🟡🟢	• Second Principal /LT observations completed, including analysis of data & feedback. • Second Peer Observation completed in term 3. • All PDPs completed by end of year.		

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	As listed inn this document
OTHER IMPROVEMENT MODEL DIMENSIONS	**Building Excellence in Teaching:** • Implement the recommendations of the PYP evaluation in 2016 • Evaluate the 'efficacy' of the 'learning support' programs: literacy and numeracy **Positive Climate for Learning:** • Cultural Inclusivity (Marrung Strategy)

STRATEGIC PLAN TARGETS	**Building Excellence in Teaching:**
	Implement recommendations of PYP evaluation over the next 5 years:
	• Further developing the notion of 'action' amongst students and staff
	• Further developing how we include specialists in PYP planning
	• Further develop the concept of international mindedness*
	• Further develop how we assess our Programme of Inquiry – particularly vertically*
	• Look at ways of increasing student access to ICT*
	Evaluate 'efficacy' of the learning support program: literacy and numeracy through impact on data at the:
	• School Level
	• Cohort Level
	• Individual Level
	Positive Climate for Learning:
	• Cultural Inclusivity (Marrung Strategy):
	    ○ Ensure that indigenous culture and perspectives are included in our 'PYP Programme of Inquiry'.
	    ○ Align the 'PYP Programme of Inquiry' with the new Victorian Curriculum.
	    ○ Ensure the Aboriginal and Torres Strait Islander flags are displayed in the school foyer.
	
	Notes:
	
	A positive climate is a prerequisite for good learning and development outcomes. For Koorie learners this includes an environment where they are able to feel proud and strong in their cultural identity – evidenced through an environment where Koorie culture is acknowledged, respected and, above all, valued.
	
	Establishing such a positive climate starts with non-Koorie people recognising and respecting the distinctive aspects of Koorie cultures and identities. This can be achieved in a variety of ways, for example:
	
	• services giving local Koorie history and culture a higher level of visibility;
	• improving the capacity of our various workforces to engage with Koorie people with sensitivity and understanding of culture; and
	• drawing on the knowledge of local Koorie communities and the Koorie Education Workforce to support Aboriginal and Torres Strait Islander perspectives in the curriculum.
	
	Some of this is occurring already. For instance, a number of kindergartens incorporate Koorie perspectives in their programs, acknowledge Traditional Owners including through the display of plaques, use Koorie curriculum resources and engage Koorie speakers. School census data indicates all Victorian government schools have been provided with an Aboriginal flag, with 61 per cent of schools flying it on a regular basis. Sixty-seven per cent of schools have an Acknowledgement of Country at major events, but only 22 per cent have a sign acknowledging the Traditional Owners. Clearly we can improve by providing greater support to education providers to recognise First Nations people through the provision of flags and plaques and actively promote and celebrate examples of good practice.
	
	We can also contribute to creating a positive climate by specifically teaching all students about the history and culture of Australia's First Peoples. School census data indicates 87 per cent of government schools incorporate Aboriginal and Torres Strait Islander perspectives into their curriculum. VAEAI has developed community agreed Protocols for Koorie Education in Victorian Primary and Secondary Schools to support schools to provide a welcoming environment for Koorie communities.
	
	The new Victorian Curriculum defines the knowledge and skills we expect of all Victorian students. The Victorian Government is investing $21.6 million to support teachers and schools to implement the new curriculum, which includes Aboriginal and Torres Strait Islander histories and culture. The Department has also developed Koorie Cross-Curricular Protocols for schools to seek a way to protect the integrity of Koorie cultural expressions and as a way in which Victorians can engage respectfully and feel connected to Koorie culture. We will improve the support we provide to schools to deliver an inclusive curriculum to all students, including supporting the active involvement of local Koorie communities.

12 MONTH TARGETS	As Above

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
[**Drafting Notes** report here the KIS from the previous summary page]	[**Drafting Notes** report here what the school will do and how - 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:	🔴 🟡 🟢			
Implement Recommendations from the PYP Evaluation 2016: • International Mindedness* • Further develop how we assess our Programme of Inquiry – particularly vertically* • Look at ways of increasing student access to ICT*	Further develop the concept of international mindedness: • Revisit the IB mission statement and purpose to gain better understanding. • Develop a common understanding of shared humanity and its relationship to global awareness and international mindedness. • To be addressed through individual Mod planning meetings. • Link to literacy and Mathematics, units of inquiry and the learner Profile/Attitudes. • Evidence gathered via the reflections (teachers and students) after each unit of inquiry: PYP student survey (PYP evaluation – international mindedness) • Revisit the standards and practices in the PYP that relate to international mindedness – use rubric to measure progress. Utilise planning meetings to further develop how we assess our Programme of Inquiry – particularly vertically and its alignment with the Victorian Curriculum. Examine ways to increase the use of ICT throughout the curriculum, including an increase to access to ICT by students and teachers.	Susan Mattingley		6 months: • A whole-school unit of inquiry has been implemented, with a focus on international mindedness. • PYP planning minutes	🟠 🟠 🟠			
				12 months: • IB mission statement and purpose has been revisited to gain better understanding of 'International Mindedness' • The standards and practices in the PYP that relate to international mindedness have been revisited. – use rubric to measure progress.	🟠 🟠 🟠	• Collect evidence from students and teachers to ascertain the level of 'International Mindedness'. • Rubric used to measure the 'standards and practices' in the PYP that relate to international mindedness have been revisited.		
Review the impact of the 'learning support' programs in 'literacy' and 'numeracy'.	Utilise data from the previous 3 years to examine the impact of learning support on student outcomes at various levels, including: • Whole school • Cohort • Individual	Kellie Salmon & Jen Thom		6 months: Develop methodology for collecting, organising, collating and analysing data from students who been given learning support over the past three years. Possible data sets may include: • NAPLAN • MAI • Teacher Judgements • PAT Testing • On-demand	🔴 🟡 🟢	Methodology for collecting, organising, collating and analysing data from students who been given learning support over the past three years has been developed and implemented.		
				12 months: Analyse data as per above and adjust 'learning support' programs accordingly.	🔴 🟡 🟢	Learning Support: $54,648. This amount utilises the equity funding of $41,668 (to be confirmed) in the SRP. Data has been analysed and strategies for further improvement are to be documented in		

Cultural Inclusivity (Marrung Strategy)	• Ensure that indigenous culture and perspectives are included in our 'PYP Programme of Inquiry'. • Align the 'PYP Programme of Inquiry' with the new Victorian Curriculum. • Ensure the Aboriginal and Torres Strait Islander flags are displayed in the school foyer.	Susan and Mod teams		future AIP.				
				6 months: • Review of PYP Programme of Inquiry completed. • Ensure the Aboriginal and Torres Strait Islander flags are displayed in the school foyer.	🔴 🟡 🟢	• Flags displayed • Review completed		
				12 months: • PYP Programme of Inquiry aligned with Victorian Curriculum	🔴 🟡 🟢	• PYP Programme of Inquiry is aligned with Victorian Curriculum		

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:

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