

# Annual Implementation Plan: for Improving Student Outcomes

School name: The Lakes South Morang P-9 School

Year: 2017

School number: 8846

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Kerrie Heenan Dec 2016

Senior Education Improvement Leader David Kilmartin Dec 2016

School council Sarah Gafforini Dec 2016

## Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>To promote the achievement of high quality educational outcomes for all students.</li> <li>To develop students to be literate, numerate and curious.</li> <li>To enable all students to have an opportunity to lead their learning in an inclusive and contemporary educational environment</li> <li>To strengthen school community connections and develop a better understanding of the school's teaching and learning approach</li> <li>To develop learning through collaborative and student driven processes that will support students' health, safety and wellbeing in a safe, orderly and stimulating environment.</li> <li>To acquire and distribute resources (broadly conceived) to support the school's strategic direction, goals and identified improvement areas.</li> </ul>	<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.

The Lakes South Morang P -9 School has elected to focus on the two initiatives :

- Building Practice Excellence ( Excellence in teaching and Learning )
- Building Communities ( Community engagement in learning )

These initiatives support the direction of our School Strategic Plan, developed through the School Review Process and our Performance and Development process. The school is focusing on building teacher capacity across all levels of teacher class and decreasing variation in practice. The school aims to further build relationships within local feeder and network schools and in working more collaboratively with our local 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>• Build leading teacher capacity to sustain the whole school culture of learning and collaborative teamwork in a 21<sup>st</sup> century learning environment</li><li>• Enhance teacher capacity based on an understanding of what we teach (curriculum content), how we teach (best practice), and how we know that learning has occurred (assessment and feedback)</li><li>• To develop and embed digital learning into effective teaching and learning practice.</li><li>• Teacher professional learning Audit Documentation on the impact of teacher professional learning</li></ul>
Building Communities	<ul style="list-style-type: none"><li>• Continue to provide and strengthen a range of student leadership enrichment programs beyond the school.</li><li>• Develop and implement school marketing and communications plan</li><li>• To strengthen the school community through partnerships, marketing and branding opportunities.</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.

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To promote the achievement of high quality educational outcomes for all students.</li> <li>To develop students to be literate, numerate and curious.</li> <li>For all students to have an opportunity to lead their learning in an inclusive and contemporary educational environment</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		<ul style="list-style-type: none"> <li>Building Practice Excellence</li> </ul>						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>By 2018 increase the proportion of students assessed as being at or above the expected AusVELS ( Victorian Curriculum ) levels, with 20% or more of students assess at 6 to 12 months ahead.</li> <li>Reduce to 10% or lower the number of students assessed in AusVELS ( Victorian Curriculum ) as being 6 to 12 months behind.</li> <li>All students improve AusVELS ( Victorian Curriculum ) level by 1 each year</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>By the end of the 2017 we aim to increase the proportion of students assessed as being at or above the expected Victorian Curriculum levels, with 10% or more of students assessed at 6 to 12 months ahead.</li> <li>Reduce to 5 % or lower the number of students assessed in Victorian Curriculum as being 6 to 12 months behind.</li> <li>Domain teachers monitoring student progress in Victorian Curriculum and that all students show value added growth across the Domain</li> </ul>						
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] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Build leading teacher capacity to sustain the whole school culture of learning and collaborative teamwork in a 21 <sup>st</sup> century learning environment	<ul style="list-style-type: none"> <li>Leading Teachers to drive the auditing of the AITSL teaching continuum and establish a baseline of current practice that encourages staff to set goals for their personal improvement. This will be done in conjunction with Domain Leaders and Curriculum Liaison leaders</li> <li>Leading Teachers to build capacity in teaching staff during PLT meetings and whole school</li> </ul>	Leading teachers, Curriculum Liaison & Domain Leaders  Curriculum Exec AP Curriculum	Goal setting and planning in Semester 1 with staff feedback and evidence of success in Semester 2	<ul style="list-style-type: none"> <li>6 months:</li> <li>Individual reflection upon current teaching practice which is clearly articulated in Performance and Development goals to enhance personal and professional growth</li> <li>Targeted Professional Development that supports collaborative team teaching, planning and moderation of student outcomes</li> <li>Whole School 2 Day Conference to be held in San Remo that focusses on Building Capacity</li> </ul>	● ● ●			

	<p>Professional Development sessions to support Performance and Development goals and targets with a strong focus on improving student outcomes and teams working collaboratively to create targeted and differentiated teaching groups.</p> <ul style="list-style-type: none"> <li>Leading Teachers to provide Professional Learning for staff on 21<sup>st</sup> Century education via the Professional Development and Coaching process.</li> <li>Organisation of Curriculum Conference focussed on Building Teacher Capacity that is provided by the school to support staff attendance</li> </ul>			<p>12 months:</p> <ul style="list-style-type: none"> <li>Moderation is embedded into PLT structure as part of the reporting cycle</li> <li>Staff are able to present improved student outcome data as part of their end of cycle review</li> <li>Staff are actively working in team teaching situations which results in shared planning, organisation and facilitation of classes</li> <li>Staff are able to confidently use strategies developed from the Building Capacity Conference</li> </ul>	● ● ●			
Enhance teacher capacity based on an understanding of what we teach (curriculum content), how we teach (best practice), and how we know that learning has occurred (assessment and feedback)	<ul style="list-style-type: none"> <li>Establish 'best practice' in assessment and feedback through a focus on gathering examples, such as peer observation, school visits, professional reading, domain organisations</li> <li>Provision of Domain specific Professional Development to support the Victorian Curriculum</li> <li>Leading teachers to drive PLT discussion to regularly include moderation of students work and learning outcomes</li> <li>Establish cross campus/year level moderating sessions and opportunities.</li> <li>Review assessment sequence to reflect best practice and updated data gathering tools</li> </ul>			<p>6 months:</p> <ul style="list-style-type: none"> <li>Provision of peer observation and feedback sessions as per the meeting schedule and Professional Development sessions</li> <li>Organisation of Domain Leaders Professional Development forums which results in leaders sharing and developing curriculum within their teams</li> <li>Further developing staff skills in analysing data and using it effectively to develop differentiated target groups</li> </ul>	● ● ●			
				<p>12 months:</p> <ul style="list-style-type: none"> <li>Including the use of student feedback when developing and recreating programs</li> <li>Cross campus/year level moderation supports student growth, identifies at risk students during periods of transition and builds teacher capability.</li> <li>Assessment sequence completed in literacy and numeracy with agreed KEY common assessment tasks that provide formative and summative assessment.</li> <li>Edited and streamlined Assessment schedule across P-9</li> </ul>	● ● ●			

To develop and embed digital learning into effective teaching and learning practice.	<ul style="list-style-type: none"> <li>• Implement the P-9 Digital Learning scope and sequence document</li> <li>• Develop programs across P-4 that incorporate and embed Digital Technologies to enhance student learning</li> <li>• Provision of eLearning Professional Development that enhances teacher capacity and creative usage of digital learning tools with a particular focus on iPads</li> </ul>			6 months:	● ● ●			
				<ul style="list-style-type: none"> <li>• Targeted Digital Learning Professional Development sessions</li> <li>• Provision of modelling and classroom support of P-4 staff</li> <li>• Fortnightly Digital Learning news that highlights school programs and digital technologies</li> </ul>				
				12 months:	● ● ●			
				<ul style="list-style-type: none"> <li>• An accessible and relevant Digital Learning and digital database available to staff and located on T Drive and Sentral</li> <li>• Ongoing and consistent use of digital tools to support student engagement and learning</li> <li>• Staff reporting against Digital Technology within relevant Domains</li> <li>• A digital library of iPad resources is available and accessible to all staff</li> </ul>				

## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>Strengthen school community connections and develop a better understanding of the school's teaching and learning approach</li> </ul>
<b>IMPROVEMENT INITIATIVE</b>	<ul style="list-style-type: none"> <li>Building Communities</li> </ul>
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>By 2018 each child will have built an authentic relationship with a member of the school community</li> <li>That the budget enable the exploration and development of sustainable community partnership</li> </ul>
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>By 2017 each Home Group Teacher will have built an authentic relationship with students within their group which will be supported by the new Personal Learning program and reflected in the Meet and Greet parent meetings and student reports.</li> <li>That the Leadership, Leading Teachers and School Council explore the development of a sustainable community partnership</li> </ul>

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] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Continue to provide and strengthen a range of student leadership enrichment programs beyond the school.	<ul style="list-style-type: none"> <li>Development of Student Leadership Programs which includes young leaders participating in community events</li> <li>Development of Academy Programs with the introduction of Compass</li> <li>Student Leaders attendance at Leadership Camp</li> </ul>			6 months: <ul style="list-style-type: none"> <li>SRC programs and meetings being held across both Campuses</li> <li>Development and advertisement of Student Leadership profile, roles and responsibilities</li> <li>Development of Compass program</li> <li>Attendance at Student Leadership Camp</li> </ul> 12 months: <ul style="list-style-type: none"> <li>Student Leaders coaching and supporting Junior sporting teams</li> <li>Strong sense of partnerships and community confidence as highlighted in the Attitudes to School Survey and the Parent Opinion survey</li> </ul>	● ● ●			
Develop and implement school marketing and communications plan	<ul style="list-style-type: none"> <li>Review and refine the market and branding process in light of enrolment data</li> <li>Development of a school Marketing plan that includes feedback and support from School Council and relevant Sub Committees</li> </ul>			6 months: <ul style="list-style-type: none"> <li>Development of School website and social media profiles to build awareness of school activities</li> <li>Inclusion and attendance of school leaders – student and staff, in community forums and events</li> </ul>	● ● ●			

	<ul style="list-style-type: none"> <li>• Development of Marketing and Transition Leading Teacher role</li> <li>• Development of Playgroup and Pre Prep programs</li> </ul>			<p>12 months:</p> <ul style="list-style-type: none"> <li>• Increased parent participation in classrooms and on School Council Sub Committees</li> <li>• Increased signage and marketing of the school within the community</li> <li>• Increased enrolments affected by marketing the school</li> <li>• Increased attendance at Playgroup</li> <li>• Development of a comprehensive Pre Prep Discovery program</li> </ul>	● ● ●			
To strengthen the school community through partnerships, marketing and branding opportunities	<ul style="list-style-type: none"> <li>• Embedded programs that ensure the sharing of community resources</li> <li>• Working with the local community, such as Harcourts Real Estate to raise awareness and the profile of the school</li> <li>• Taking opportunities to work with local community groups such as Kinders and Child Care centres</li> </ul>			<p>6 months:</p> <ul style="list-style-type: none"> <li>• Development of the Lakes Joeys program in conjunction with the Scouts Association</li> <li>• Inclusion of school information in community Real Estate flyers to support growth in enrolment</li> </ul>	● ● ●			
				<p>12 months:</p> <ul style="list-style-type: none"> <li>• Evidence of school use of community and its resources and vice versa</li> <li>• Staff support and attendance at local Kinder and Child Care centres for parent information sessions and student events</li> <li>• Inclusion of local pre school children in Lakes school events</li> </ul>	● ● ●			

# 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	3 - Embedding	[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>	Select	Select status	
	Evidence-based high impact teaching strategies	Yes	3 - Embedding	
	Evaluating impact on learning	Yes	2 - Evolving	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Yes	2 - Evolving	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Yes	2 - Evolving	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Yes	2 - Evolving	
	Parents and carers as partners	Select	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>Considerations for 2018:</b>				