

Annual Implementation Plan: for Improving Student Outcomes



School name: Strathfieldsaye Primary School

Year: 2017

School number: 1211

Based on strategic plan: 2017 - 2020

Endorsement:

Principal – Cindi Bruechert Mar 2017

School Council – Jennifer Hurrell Mar 2017

Senior Education Improvement Leader – Damien Jenkyn Mar 2017

Section 1: The School's Improvement Priorities and Initiatives

School Strategic Plan Goals
<ul style="list-style-type: none"> To support each student to optimise and consistently demonstrate learning growth. To assist all students to be personally and socially responsible community members. To develop students who are able to make ethical, and age appropriate, decisions for the physical, emotional and social wellbeing of themselves and others.

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	Setting expectations and promoting inclusion	✓
	Intellectual engagement and self-awareness	✓
Community engagement in learning	Parents and carers as partners	✓

Improvement Initiatives Rationale:

The development of a positive learning climate, increased community engagement and the elevation of practice associated with the teaching of Writing will be our major focus areas in our 2017 Annual Implementation Plan and throughout the initial implementation of our 2017-2020 School Strategic Plan. This will lead to improved teacher practice in Writing, which will be maintained and enhanced over the subsequent years of our School Strategic Plan. It will also ensure greater consistency in teacher judgements of student writing outcomes and it will facilitate the implementation of more effective personalised learning strategies and increased community engagement in student learning. Each of these areas have been identified through the evaluation of our school data as requiring further improvement in order for us to achieve our School Strategic Plan goals and targets.

Key Improvement Strategies

Improvement Initiative:	Key Improvement Strategies
Excellence in teaching and learning <ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment Professional leadership <ul style="list-style-type: none"> Building practice excellence 	<ul style="list-style-type: none"> Continue to embed the Strathfieldsaye Primary School (SPS) Teaching Model and the Learner Profile tools in the daily practice of teachers and students Elevate practice associated with school wide use of data to inform planning, and to support personalised learning across all curriculum areas, with a particular focus on Mathematics, and the Writing language mode Develop the capabilities of leadership teams in using evidence and proven coaching and feedback methods
Positive climate for learning <ul style="list-style-type: none"> Intellectual engagement and self-awareness 	<ul style="list-style-type: none"> Review the behaviour management policy and processes and build staff understanding of trauma informed practice Support teachers and students in the development of the essential knowledge, skills and attributes that underpin responsible behaviour, and support a positive learning environment
Positive climate for learning <ul style="list-style-type: none"> Setting expectations and promoting inclusion Community engagement in learning <ul style="list-style-type: none"> Parents and carers as partners 	<ul style="list-style-type: none"> Continue to improve student connectedness through student voice, and the implementation of the Group Action Project (GAP). Ensure the development of an holistic approach to student wellbeing, which includes an emphasis on collaborative family and community partnerships, through the implementation of the Kids Matter and Respectful Relationship Initiatives.



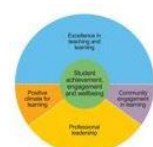
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Continue to embed the SPS Teaching Model (TM) and the SPS Learner Profile (LP) tools in the daily practice of teachers and students	<ul style="list-style-type: none"> Structure professional learning, undertaken by dept. teams, around teaching strategies identified in the SPS TM Ensure there is a focus on the TM and LP in classroom and dept. meeting conversations. and in planning documents Incorporate the language from the SPS LP throughout all aspects of the curriculum 	<ul style="list-style-type: none"> Prin, Acting AP, Acting LT Dept Leaders Acting LT Dept Leaders Teaching Staff All Teaching Staff 	<ul style="list-style-type: none"> Term 1 onwards Term 1 onwards Term 1 onwards 	6 months: <ul style="list-style-type: none"> Prof. learning sessions will have occurred in dept teams at least twice a term Planning documents will show evidence of the teaching of strategies related to the TM and LP 12 months: <ul style="list-style-type: none"> Impact on students observable in the classroom and throughout student work samples Students will be able to articulate a wider range of LP attributes 	<ul style="list-style-type: none"> ● ● ● ● ● 																																																																																																																																					
Elevate practice associated with school wide use of data to inform planning, and to support personalised learning across all curriculum areas, with a particular focus on the Writing language mode	<ul style="list-style-type: none"> Collate and analyse current whole school writing data in Professional Learning Teams Revise the current instructional model for the teaching of writing Develop protocols for consistency across the school in relation to instructional practice Develop a coaching program to implement school wide literacy approaches, including VOICES and Words Their Way Facilitate professional development through peer observation / mentoring 	<ul style="list-style-type: none"> Writing and Daily 5 PLT's Acting LT and Writing PLT All Curric. Based PLT's Prin, Acting AP, Acting LT, Lit Coord Acting LT and Lit Coord 	<ul style="list-style-type: none"> Terms 1 & 2 Term 2 Terms 2 & 3 Terms 2 & 3 Term 2 onwards 	6 months: <ul style="list-style-type: none"> Writing data will have been collated and analysed in PLT's The Acting Leading Teacher and Literacy Coordinator will have revised teaching practice and the instructional model for writing in light of current research 12 months: <ul style="list-style-type: none"> Protocols will have been developed and consistent approaches implemented for the planning and delivery of writing from F-6 Dept. teams will have been coached in relation to instructional practice of writing, using agreed model Increased in outcomes in writing and teacher judgements 	<ul style="list-style-type: none"> ● ● ● ● ● 																																																																																																																																					
Develop the capabilities of leadership teams in using evidence and proven coaching and feedback methods	<ul style="list-style-type: none"> Attend Bastow Coaching for Leadership Teams prof learning workshops and engage in a 2hr Induction Coaching session Select a School Improvement Team (SIT) to attend prof learning workshops, coaching sessions and to lead a school imp. project Allocate a pupil free day to allow SIT to train staff in the implementation of the school imp project 	<ul style="list-style-type: none"> Prin, AP, LT and Lit, Num, Wellb Coords Prin, Acting AP and Acting LT Prin, SC and SIT 	<ul style="list-style-type: none"> Term 1 Term 2 Term 3 	6 months: <ul style="list-style-type: none"> Leadership team will have participated in prof learning workshops and coaching sessions SIT will have been selected and will have attended PD, coaching and nominated a school improvement project 12 months: <ul style="list-style-type: none"> SIT will have completed workshops and coaching session and will have conducted a whole school prof learning session based on our school imp project 	<ul style="list-style-type: none"> ● ● ● ● ● 																																																																																																																																					



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Review the behaviour management policy and processes and build staff understanding of trauma informed practice	<ul style="list-style-type: none"> Review school wide behaviour management procedures Develop a scaled behaviour matrix Implement an effective communication process to ensure all members of the school community are clear around the use of the behaviour matrix and around the expected behaviours at Strath PS Participate in training for the Berry St Education Model Conduct professional learning sessions for all staff around the Berry Street Education Model strategies Implement the Berry Street Education Model language and strategies across the school 	<ul style="list-style-type: none"> Prin, AP and Wellb Coord Prin and AP Prin, AP and Wellb Coord, then all staff Prin, AP and Sch Imp Team Prin, AP and Sch Imp Team All staff 	<ul style="list-style-type: none"> Term 1 Term 1 Term 2 Term 2 or 3 Term 2 or 3 Terms 3 & 4 	<p>6 months:</p> <ul style="list-style-type: none"> School wide behaviour management procedures will have been reviewed and will have informed the development of the behaviour matrix The behaviour matrix will be displayed in every classroom and student will have a clear understanding of expected behaviours The behaviour matrix will have been effectively communicated to all school community members Student wellbeing outcomes in the in the KM, ATTS and PO surveys will have improved <p>12 months:</p> <ul style="list-style-type: none"> The SIT will have participated in the training for the Berry St Education Model and will have conducted prof learning sessions for all staff Staff will have implemented the language and strategies from the Berry St Education Model 	<ul style="list-style-type: none"> ● ● ● ● ● ● 																																																																																																		
Support teachers and students in the development of the essential knowledge, skills and attributes that underpin responsible behaviour, and support a positive learning environment	<ul style="list-style-type: none"> Promote the new school values throughout the school and ensure students have a clear understanding of how they can demonstrate them Implement an effective communication process to ensure all members of the school community are aware of our new values Participate in training for the Respectful Relationships Initiative Conduct professional learning sessions for all staff around Respectful Relationships Implement the Respectful Relationships language and strategies across the school Promote an awareness that how students behave, work, play and respond has an effect on those around them 	<ul style="list-style-type: none"> Prin, AP and all teaching staff Prin and AP Prin, AP and Sch Imp Team Prin, AP and Sch Imp Team All staff All staff 	<ul style="list-style-type: none"> Term 1 Term 1 Term 2 Term 2 or 3 Term 2 or 3 Term 2 onwards 	<p>6 months:</p> <ul style="list-style-type: none"> The new school values will have been introduced and displayed in every classroom. All students will have a clear understanding of how to demonstrate our values The new school values will have been communicated to all school community members and the impact of this will be evident through an increase school connectedness outcomes in the ATTS and PO surveys <p>12 months:</p> <ul style="list-style-type: none"> The SIT will have participated in the training for the Respectful Relationships Initiative and will have conducted prof learning sessions for all staff Staff will have implemented the language and strategies from the Respectful Relationships Initiative All students will understand that how they behave, work, play and respond has an effect on those around them Improvements will have been made in the identified KM, ATTS and PO survey outcomes. 	<ul style="list-style-type: none"> ● ● ● ● ● ● 																																																																																																		



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Continue to improve student connectedness through the implementation of the Group Action Program (GAP), including fostering community involvement with GAP	<ul style="list-style-type: none"> Conduct professional learning sessions around peer mentoring and team leadership for all senior students Train the senior students to plan and lead effective GAP group sessions Foster greater community involvement through GAP, in conjunction the Kids Matter Action Team Provide opportunities for the Kids Matter Student Action Team to contribute their voice to wellbeing strategies implemented through the Kids Matter initiative 	<ul style="list-style-type: none"> Acting AP GAP Coord GAP tchrs GAP Coord KM Action Team KM Student Action Team 	<ul style="list-style-type: none"> Terms 1 & 4 Term 2 onwards Term 2 onwards Term 2 onwards 	<p>6 months:</p> <ul style="list-style-type: none"> All senior students will have participated in a peer mentoring, team leadership and GAP planning prof learning session A collection of high quality GAP resources and activities will have been compiled The Kids Matter Student Action team will meet at least twice a term and there will be clear evidence of student voice in the school's wellbeing strategies and procedures <p>12 months:</p> <ul style="list-style-type: none"> Student connectedness outcomes in the ATTS and PO surveys will have increased Community engagement in GAP activities will have increased and each GAP group will have participated in a significant community based project 	<ul style="list-style-type: none"> ● ● ● 																																																																																																																																											
Ensure the development of an holistic approach to student wellbeing, which includes an emphasis on collaborative family and community partnerships, through the implementation of the Kids Matter and Respectful Relationship Initiatives.	<ul style="list-style-type: none"> Plan and implement wellbeing strategies using the Kids Matter Framework Deliver Component Two of the Kids Matter Framework Develop the Community Room as a space for parent forums Participate in Respectful Relationships PD Implement the Respectful Relationships Initiatives throughout the school community Ensure regular communication of these initiatives to the whole school community Continue to develop and utilise the Mandurang South Outdoor Education site for both classroom and wellbeing programs Incorporate cultural backgrounds (where applicable) throughout the curriculum and develop collaborative family and community partnerships 	<ul style="list-style-type: none"> KM Action Team KM Action Team KM Action Team All Staff All Staff KM Action Team Prin, AP and Teaching Staff All staff 	<ul style="list-style-type: none"> Each Term Term 2 Term 1 Term 2 Term 2 onwards Each term Each Term Term 2 onwards 	<p>6 months:</p> <ul style="list-style-type: none"> Component Two of the Kids Matter Framework will have been implemented throughout the school community and effective wellbeing strategies will have been implemented The Community Room will have been furnished and will have been used regularly for various parent forums All staff will have participated in the Respectful Relationships PD and the initiatives will have started to be implemented <p>12 months:</p> <ul style="list-style-type: none"> The whole school community will be kept informed regarding the implementation of the all our student wellbeing initiatives All identified Att. To School, Parent Opinion and Inclusion Tool goals will have been reached The Mandurang South Outdoor Ed site will be effectively utilised by students from Strath PS and other local schools The Connection to Country program will have been established and will be providing effective cultural learning and community partnership opportunities. 	<ul style="list-style-type: none"> ● ● ● ● ● 																																																																																																																																											



Section 3: Annual Self-Evaluation

Priority	Improvement Model Dimensions <small>State-wide Improvement Initiatives are bolded</small>	Is this an identified initiative or dimension in the AIP?	Continuum Status	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Yes	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Yes	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	Yes	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	No	Select status	
	Setting expectations and promoting inclusion	Yes	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	Yes	Select status	
Reflective Comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential Cohorts Analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

