

Annual Implementation Plan: for Improving Student Outcomes

School name: Chatham Primary School

School number: 4314

Year: 2017

Based on strategic plan: 2015 - 2019

Endorsement:

Principal Stephen ROTHWELL

31st March 2017

Senior Education Improvement Leader Sharon SAITLIK

31st March 2017

School council John DOYLE

31st March 2017

Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives		
ACHIEVEMENT <ul style="list-style-type: none"> To Improve learning outcomes for students from Prep to Year 6 in Literacy and Numeracy. ENGAGEMENT <ul style="list-style-type: none"> To develop curious and creative students who are highly engaged and connected to their learning. WELLBEING <ul style="list-style-type: none"> To develop resilient students who demonstrate attitudes and behaviours consistent with our school values. PRODUCTIVITY <ul style="list-style-type: none"> Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and well-being. Improve the performance and development culture within the school, with an emphasis on leadership development, professional learning, teacher collaboration and a culture of feedback. 	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.

We are in a very active FISO group with Canterbury and Auburn Primary Schools. Originally this group was established as all 3 schools are undertaking the New Pedagogies for Deep Learning initiative. In 2016 this FISO initiative has included the 3 schools coming together to share STEM challenges and moderation in STEM and to share data around Digital Technologies, especially in the Year 3 & 4 area.

The focus for our FISO group for 2017 is to continue with STEM, especially through Science and Digital Technologies but with a strong focus on the new VicCurriculum are of Creative and Critical Thinking.

Our school had the opportunity to receive targeted funding in 2014 & 2015 to release the equivalent of 1.0 teacher to coach and mentor staff in planning, assessment, resourcing and the teaching and learning of Science in the classroom. This has provided our staff with the necessary skills, confidence and resource to enable them to take stand-alone Science lessons in 2016. The aim for 2017 in Science is to lift our student achievement and to especially focus on the number of girls achieving "A's" in this subject.



With the introduction of the Victorian Curriculum and the new area of Digital Technologies, it is essential that we provide the necessary understanding, confidence, skills and resources to equip teachers to provide the best learning experiences for our students to achieve in this area. 2016 has seen us introduce coding into the school, purchase new resources and to use student mentors to assist with the delivery of this learning area across the school. We aim to set benchmarks through mid-year assessment to build on each year in this area.

The New Pedagogies for Deep Learning initiative has already had a great impact in our school in 2016, especially driving changes in our Inquiry Approach to Concepts in the Year 5 & 6 area. The aim for 2017 is to implement this approach into all grades from years 2 to 6. Foundation and Year 1 have been operating with Investigations Program for a number of years and will continue to do this in 2017. This program is based on the Kathy Walker approach to Developmental Learning and is aligned closely to NPDL. The FISO schools are also using NPDL and is the strong pedagogical link for teachers across the 3 schools.

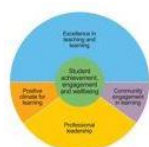
Both of these FISO areas link closely with one of our Strategic Plan goals – “To develop curious and creative students who are highly engaged and connected to their learning.”

We continue to have a strong focus on the Strategic Plan goal of improving student achievement results in Literacy and Numeracy. We will continue to have an emphasis on developing stronger consistency in moderation of student work through teacher judgments, further developing collective responsibility and improving the NAPLAN Relative Growth Data from Yr 3 to Yr 5, in particular moving the percentage of students into the higher growth area in Reading and Numeracy. 2016 student data also highlights that Writing and Numeracy continue to be areas to monitor for 2017.

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"> • Build teacher capacity to implement the school’s Literacy and Numeracy through Learning Leaders, teacher teams, coaching and other means. • Build teacher capacity to implement the school’s Science and Digital Technologies programs through Learning Leaders, teacher teams, coaching and other means • Implementation of New Pedagogies for Deep Learning program from Years 2 - 4
Curriculum planning and assessment	<ul style="list-style-type: none"> • Implementation of New Pedagogies for Deep Learning program from Years 2 – 4 • Level teams planning & moderation • FISO cross school moderation
Building leadership teams	<ul style="list-style-type: none"> • Build teacher capacity to implement the school’s Literacy and Numeracy through Learning Leaders, teacher teams, coaching and other means • Build teacher capacity to implement the school’s Science and Digital Technologies programs through Learning Leaders, teacher teams, coaching and other means
Empowering students and building school pride	<ul style="list-style-type: none"> • Implementation of New Pedagogies for Deep Learning program from Years 2 – 4 with a focus on the 6 C’s framework



Framework for Improving Student Outcomes

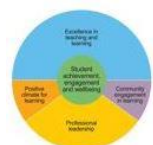
Published: February 2016






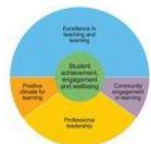
Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

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Build teacher capacity to implement the school's Science and Digital Technologies programs through Learning Leaders, teacher teams,	<ul style="list-style-type: none"> • Establish Science & Technology room • Set benchmark data for Digital Technologies • Level Leaders to meet with FISO Leadership Group to analyse data 	Principal & Science Co-ord Class teachers Team Leaders	End of Term 1 End of Term 2 Term 3 & 4	6 months: <ul style="list-style-type: none"> • Benchmarks established in the new Victorian Curriculum domain of Digital Technologies by the end of Term 2 	● ● ●	<ul style="list-style-type: none"> • Science Room established & evidence of grade's timetable use • Work Programs demonstrate STEM areas covered • Teacher Performance Plans incorporate this KIS 																																	



coaching and other means	<ul style="list-style-type: none"> Level Teams to meet to moderate data Leadership Group and Learning Leaders to set goals and targets to link with PDP's 	Class teachers Leadership Team, Learning Leaders & Class teachers	Term 3 Term 1	<u>12 months:</u> <ul style="list-style-type: none"> Improvements in the percentage of students achieving A & B compared to Dec '16 teacher judgments in Science across Grades 3 – 6 by Dec '17 Improvements in the % of girls achieving A & B compared to Dec '16 teacher judgments across Grades 3 – 6 by Dec '17 <table border="1" data-bbox="1282 331 1947 537"> <thead> <tr> <th></th> <th></th> <th></th> <th></th> <th>% OF ALL BOYS</th> <th>% OF ALL GIRLS</th> </tr> </thead> <tbody> <tr> <td>WHOLE</td> <td>SCIENCE Understanding</td> <td>SCIENCE Human Endeavour</td> <td>SCIENCE Inquiry Skills</td> <td></td> <td></td> </tr> <tr> <td>SCHOOL Dec '16</td> <td>57%</td> <td>63%</td> <td>61%</td> <td>63%</td> <td>54%</td> </tr> <tr> <td>Dec '17 Targets</td> <td>59%</td> <td>65%</td> <td>63%</td> <td>64%</td> <td>60%</td> </tr> </tbody> </table>					% OF ALL BOYS	% OF ALL GIRLS	WHOLE	SCIENCE Understanding	SCIENCE Human Endeavour	SCIENCE Inquiry Skills			SCHOOL Dec '16	57%	63%	61%	63%	54%	Dec '17 Targets	59%	65%	63%	64%	60%		<ul style="list-style-type: none"> Teacher Judgements against VicCurriculum in Science & Digital Technologies show improvement as per success criteria Improvements in Year 5 & 6 Attitudes to School Survey measures 		
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FISO cross school moderation	<ul style="list-style-type: none"> Provide opportunities for teachers to moderate in across school teams. Work with cluster to plan and implement the program for FISO Cluster Curriculum Day FISO focus to be on STEM and Critical and Creative Thinking Individual FISO Teams direct their own learning/ action plan to improve student outcomes in chosen area 	Class teachers Leadership Team & AP	Term 4 By planned Curriculum Day on 9 th June	<u>6 months:</u> <ul style="list-style-type: none"> Chatham staff present at least 2 sessions at FISO Cluster Curriculum Day All Chatham teachers to attend at least 2 workshops as part of the curriculum day All classroom teachers attend FISO Cluster Curriculum Day as evidenced by attendance sheet <u>12 months:</u> <ul style="list-style-type: none"> FISO moderation sessions occur into Term 3 & 4 	 	<ul style="list-style-type: none"> FISO Cluster Curriculum Day FISO Cluster cross school moderation sessions 	\$2,500																									



Section 2: Improvement Initiatives

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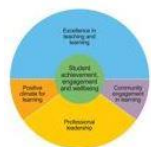


KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implementation of New Pedagogies for Deep Learning program from Grades 2 – 4 with a focus on the 6 C's framework	<ul style="list-style-type: none"> Participate in the New Pedagogies in Deep Learning program & available Professional Learning opportunities Engage students in deep learning through implementing new pedagogies and new measures to assist the school in making decisions around constructing the deep learning experience in the following areas: <ul style="list-style-type: none"> Critical thinking Citizenship. Communication Collaboration Creativity Character Embed the use of digital devices to enhance, stimulate and engage students in their learning Further extend the student choice-student voice approach to student agency in their own learning. Continue with parent partnership/engagement strategies to support improved student learning. Meet all accountability requirements of NPDL program Facilitate professional learning on the Collaborative Learning Cycle and Deep Learning Competency Framework 	Principal NPDL Leaders Learning Leaders	Dec '17	<u>6 months:</u> <ul style="list-style-type: none"> At least 2 Inquiry Unit of Work using NPDL Framework have been implemented in all Grades from 2 – 6 At least 2 in-school Professional Learning sessions focussing on the 6 C's Framework have been conducted by June '17 All teachers from Years 2 – 6 has been involved in at least one Peer Observation by June as evidenced by their meeting notes. 	<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> Planning documents reflect NPDL Inquiry Units School based Professional Learning sessions Peer Observations notes 		
				<u>12 months:</u> <ul style="list-style-type: none"> The 6 C's Curriculum Framework of NPDL has been implemented in all grades from 2 – 6 as evidenced in planning and assessment documents At least 50% of all Teaching Levels have moved into Accelerating column in Learning Partnerships NPDL Rubric <ul style="list-style-type: none"> Learning Environments Pedagogical practices – learning & teaching strategies & Leveraging Digital by undertaking the NPDL Learning Design Rubric At least 50% of all Teaching Levels have moved into Accelerating column in the NPDL School Conditions for Deep Learning Rubric for <ul style="list-style-type: none"> Vision & Goals Leading Deep Change Creating & Learning Culture Capacity Building New Measures & Evaluation and Leveraging Digital by all staff undertaking the NPDL School Conditions for Deep Learning Rubric At least 2 deep learning tasks as exemplars have been submitted to the NPDL website by the end of 2017 				
Level teams planning & moderation	<ul style="list-style-type: none"> Ensure that Year level meetings are regularly timetabled and that a collective responsibility is built through regular moderation of student work. Use of fortnightly Learning Logs to monitor cohorts of students. Cross Cluster moderation of shared data sets – determined by Learning Leaders 	AP Leading Leading Teachers Learning Leaders All teachers	Dec '17	<u>6 months:</u> <ul style="list-style-type: none"> All teachers' Performance Plans contain an element of FISO and NPDL initiatives related goal Leading Teachers have completed mid-cycle Performance Reviews for all class and specialist teachers as reflected by their timetables and reviewer comments. 	<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> Teacher Performance Reviews 		
				<u>12 months:</u> <ul style="list-style-type: none"> Provide Professional Learning opportunities in NPDL for at least 50% of all staff from Years 2 – 6 as evidenced by Professional Learning Data Base The Teacher Collaboration area of the Staff Survey will increase from 55.68 (2016) to => than 76 and the percentage of endorsement increases from 38% (2016) => than 70% 				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To Improve learning outcomes for students from Prep to Year 6 in English and Mathematics
OTHER IMPROVEMENT MODEL DIMENSIONS	Literacy and Numeracy are essential building blocks for all learning.
STRATEGIC PLAN TARGETS	<ol style="list-style-type: none"> 1. All deemed capable students to make at least one Victorian Curriculum level progress in every year as measured by teacher judgments 2. An annual increase in the Percentage of A and B grades measured by teacher judgments for each cohort as they progress through the school 3. The Year 3 to 5 NAPLAN matched cohort growth will match or exceed the Match School Mean in the areas of Reading, Writing and Numeracy. 4. The Year 3 to 5 NAPLAN matched cohort relative gain growth will improve in the High Band for Reading 5. Decrease the percentage of deemed capable Year 3 and Year 5 students at or below the National Benchmarks to zero. 6. In line with "the Education State targets" – to increase the percentage of Year 5 students performing in the top 2 NAPLAN bands in Reading, Writing & Numeracy by 25% by 2019.



12 MONTH TARGETS

1. All deemed capable students to make at least one Victorian Curriculum level progress from December 2016 to December 2017 as measured by teacher judgments
2. An annual increase in the Percentage of A and B grades measured by teacher judgments for each cohort as they progress through the school.

Reading	2015 Benchmark	2016 Target	2016 Actual	2017 Target
A grading	27%	28%	34%	35%
B grading	35%	36%	34%	35%
Total % Above	62%	64%	68%	70%

Writing	2015 Benchmark	2016 Target	2016 Actual	2017 Target
A grading	13%	14%	17%	19%
B grading	38%	39%	38%	40%
Total % Above	51%	53%	55%	59%

Numeracy	2015 Benchmark	2016 Target	2016 Actual	2017 Target
A grading	13%	14%	19%	20%
B grading	43%	44%	40%	45%
Total % Above	56%	58%	59%	65%



PERCENTAGE OF STUDENTS ACHIEVING AN A AND B TEACHER JUDGEMENT IN READING, WRITING & NUMERACY FOR EACH COHORT ACROSS THE SCHOOL

	READING			WRITING			NUMERACY		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Foundation	59%	47%		51%	45%		54%	55%	
Year 1	65%	>47%		51%	>45%		56%	>55%	
Year 2		>65%			>51%			>56%	
Year 1	74%			56%			63%		
Year 2	69%			61%			66%		
Year 3		>69%			>61%			>66%	
Year 2	77%			59%			71%		
Year 3	79%			62%			70%		
Year 4		>79%			>62%			>70%	
Year 3	69%			49%			51%		
Year 4	75%			55%			50%		
Year 5		>75%			>55%			>50%	
Year 4	58%			51%			60%		
Year 5	69%			54%			57%		
Year 6		>69%			>54%			>57%	
Year 5	69%			59%			58%		
Year 6	73%			58%			57%		

3. The Year 3 to 5 NAPLAN matched cohort growth will match or exceed the State mean in Reading, Writing and Numeracy

	2015 Benchmark Matched School Mean	2015 Actual	2016 Target	2016 Actual	2017 Target
Reading	531	519	524	534	538
Writing	513	511	512	518	522
Numeracy	532	530	531	537	539



4. The Year 3 to 5 NAPLAN matched cohort relative gain growth will match or exceed the State mean in the High Band for Reading and Numeracy

	2016 High Band Benchmark	2016 Actual % of students	2017 Target
Reading	25%	27%	29%
Numeracy	24%	29%	30%

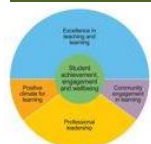
5. Decrease the percentage of deemed capable Year 3 and Year 5 students performing at or below the National Benchmarks to zero.

	2015 Benchmark		2016 Target		2016 Actual		2017 Target	
	Yr 3	Yr 5	Yr 3	Yr 5	Yr 3	Yr 5	Yr 3	Yr 5
Reading	0.0%	1.4%	0.0%	0.0%	0%	0%	0%	0%
Writing	1.8%	0.0%	0.0%	1.7%	3%	0%	0%	0%
Numeracy	1.7%	0.0%	0.0%	1.7%	0%	0%	0%	0%
Grammar & Punctuation	0.0%	2.9%	0.0%	0.0%	0%	2%	0%	0%
Spelling	0.0%	1.4%	0.0%	0.0%	2%	2%	0%	0%
% Average	1.75%	2.85%	0.0%	1.7%	1.0%	0.8%	0%	0%
Yr 3 & 5 % Average	2.3%		0.85%		0.9%		0.0%	

6. In line with "the Education State targets" – to increase the percentage of Year 5 students performing in the top 2 NAPLAN bands by 25% by 2019.

- Reading - 48% in 2015 to 60% in 2019
- Writing – 32% in 2015 to 40% in 2019
- Numeracy – 52% in 2015 to 65% in 2019

	2015	2016 Actual	2017 Target	2019 Target
Reading	48%	48%	52%	60%
Writing	32%	37%	38%	40%
Numeracy	52%	42%	55%	65%



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build teacher capacity to implement the school's Literacy and Numeracy through Learning Leaders, teacher teams, coaching and other means.	<ul style="list-style-type: none"> Undertake professional learning and audit of the Victorian Curriculum against school curriculum Implement the Victorian Curriculum 	Assistant Principal	Dec '17	<u>6 months:</u> <ul style="list-style-type: none"> Mid Year Reports reflect new Vic Curriculum areas 	● ● ●			
		Leadership Team Leading Teachers Learning Leaders Classroom Teachers		<u>12 months:</u> <ul style="list-style-type: none"> End of Year Student Reports reflect new criteria for the Victorian Curriculum in Literacy and Numeracy compared to 2016 student Reports The Teacher Collaboration area of the Staff Survey will increase from 55.68 (2016) to => than 68 (2017) and the percentage of endorsement increases from 38% (2016) => than 65% (2017) 				
Level teams planning & moderation	<ul style="list-style-type: none"> Release LT for level planning in Literacy and Numeracy Ensure that level planning meetings are regularly timetabled and that a collective responsibility is built through regular moderation of student work in Literacy & Numeracy Assistant Principal to brief and mentor Learning Leaders Ensure that full day, term planning sessions are organised before each term and that Literacy & Numeracy Coordinators are released to assist with planning at each level Principal – staffing & level leader selection Assistant Principal – timetables & Learning level leader meetings Learning Leaders – introduction of curriculum, driving data & planning 	Assistant Principal	Dec'17	<u>6 months:</u> <ul style="list-style-type: none"> Literacy & Numeracy coordinator released to attend planning sessions 	● ● ●	<ul style="list-style-type: none"> Planning week timetables Planning documents 		
		Leading Teachers Classroom Teachers		<u>12 months:</u> <ul style="list-style-type: none"> Agendas are produced for every level leader briefing which are held at least 4 times a term 				



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 in 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]				
Considerations for 2018:				

