

# Annual Implementation Plan: for Improving Student Outcomes

School name: Great Ryrie Primary School

Year: 2017

School number: 5478

Based on strategic plan: 2015-2018

Endorsement:

Principal Doug Elliott

30/03/2017

Senior Education Improvement Leader Jennifer Small 31/03/2017

School council Terry Jenvey

30/03/2017

## 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
<ul style="list-style-type: none"> <li>To increase student learning growth.</li> <li>To increase student engagement in their learning.</li> <li>To empower all members of the school community in strengthening an inclusive, safe and supportive school and learning environment.</li> <li>To improve the processes, procedures and practices to enhance student learning, through consolidating whole school strategies.</li> </ul>

Improvement Priorities	Improvement Initiatives	
<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:
<p>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.</p> <p>Evaluation of our progress against the School Strategic Plan goals and targets indicated, that while we had processes in place, there was inconsistency across the school in the rigour and quality of implementation of the Assessment Schedule, Individual Learning Plans and Team and Class Level Planning documents. This was coupled with a lack of steady growth in student learning outcomes. The appointment of a new Assistant Principal in 2016 and continuation for a second year of Curriculum Leadership positions in Literacy, Numeracy and Assessment &amp; Reporting, saw a renewed focus and improved clarity around 'whole school', agreed structures and processes.</p> <p>The plethora of Professional Learning Teams and major actions under our Key Improvement Strategies for 2016, (11 in total) encompassing the four areas of Achievement, Wellbeing, Engagement and Productivity, resulted in over-stretching our physical, financial and human resources in trying to achieve all of these actions in one year. Delays in identifying the future sustainability of older buildings on the site stalled work on the review and redevelopment of the Years 5&amp;6 classrooms.</p> <p>This year we determined to focus on developing teacher capacity to use data to inform teaching and learning, that is at each child's point of need (Zone of Proximal Development / ZPD), in order to drive our work around improving student learning growth, as these important goals had yet to be achieved. A review of the data identified an emerging trend towards lower than expected results, in Writing in particular, when examining Year 3 and Year 5 NAPLAN results, in comparison to similar schools across the state and within our network, with the opportunity to make some significant improvement in this area.</p> <p>It was agreed that our improvement priority would therefore be around in teaching and learning by building practice excellence in data literacy and enhancing curriculum planning and assessment with a focus on Writing.</p>

### 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>• To continue to develop teacher capacity in using data to identify each students zone of proximal development (readiness to progress to their next skill level) in order to ensure the planning of teaching instruction targets each child's current need.</li><li>• Consolidation of a whole school approach to Literacy Teaching from Foundation to Year Six with a focus on student writing skills.</li></ul>

DRAFT



Framework for Improving Student Outcomes

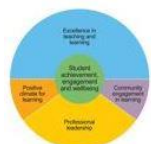
Published: February 2016



## 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 increase student learning growth.</li> <li>To increase student engagement in their learning.</li> <li>To improve the processes, procedures and practices to enhance student learning, through consolidating whole school strategies.</li> </ul>																																																																																							
<b>IMPROVEMENT INITIATIVE</b>	Building practice excellence																																																																																							
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>Student learning growth to be at a rate which on average is at least equivalent to one year's growth annually, throughout the period of the strategic plan as measured by NAPLAN, PAT Reading, Pat Maths and SPA.</li> </ul>																																																																																							
<b>12 MONTH TARGETS</b>	<p><b><u>Specific Targets as per below:</u></b></p> <p><b><u>ACHIEVEMENT:</u></b> Student learning growth to be at a rate which on average is at least equivalent to one year's growth annually as measured by NAPLAN, PAT Reading, Pat Maths and SPA.</p> <p><b><u>NUMERACY:</u></b></p> <p><b><u>NAPLAN</u> Percentage of students in the top two bands (above expected level)</b></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 3's</th> <th colspan="2">Year 5's</th> </tr> <tr> <th>2016 Data</th> <th>2017 Target</th> <th>2015 Year 3 Data</th> <th>2017 Target</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>37.3</td> <td>50</td> <td>36.6</td> <td>50</td> </tr> </tbody> </table> <p><b><u>Relative Growth</u></b></p> <table border="1"> <thead> <tr> <th rowspan="2">Percentage of students</th> <th colspan="3">2016 Results</th> <th colspan="3">2017 Target</th> </tr> <tr> <th>LOW</th> <th>MEDIUM</th> <th>HIGH</th> <th>LOW</th> <th>MEDIUM</th> <th>HIGH</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>34.5</td> <td>45.5</td> <td>20.0</td> <td>25</td> <td>40</td> <td>35</td> </tr> </tbody> </table> <p><b><u>Teacher Judgement - Students achieving above the expected level</u></b></p> <table border="1"> <thead> <tr> <th>Number and Algebra</th> <th>2016 Results</th> <th>2016 Target</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>11.8</td> <td>50</td> </tr> <tr> <td>Year 1</td> <td>31.8</td> <td>50</td> </tr> <tr> <td>Year 2</td> <td>42.7</td> <td>60</td> </tr> <tr> <td>Year 3</td> <td>22.0</td> <td>50</td> </tr> <tr> <td>Year 4</td> <td>25.1</td> <td>50</td> </tr> <tr> <td>Year 5</td> <td>27.2</td> <td>50</td> </tr> <tr> <td>Year 6</td> <td>37.0</td> <td>50</td> </tr> </tbody> </table> <p><b><u>LITERACY:</u></b></p> <p><b><u>NAPLAN</u> Percentage of students in the top two bands (above expected level)</b></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 3's</th> <th colspan="2">Year 5's</th> </tr> <tr> <th>2016 Data</th> <th>2017 Target</th> <th>2015 Year 3 Data</th> <th>2017 Target</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>47.2</td> <td>60</td> <td>40.9</td> <td>55</td> </tr> <tr> <td>Reading</td> <td>42.0</td> <td>50</td> <td>49.3</td> <td>65</td> </tr> <tr> <td>Spelling</td> <td>55.7</td> <td>70</td> <td>39.5</td> <td>55</td> </tr> <tr> <td>Writing</td> <td>44.9</td> <td>60</td> <td>49.3</td> <td>65</td> </tr> </tbody> </table>		Year 3's		Year 5's		2016 Data	2017 Target	2015 Year 3 Data	2017 Target	Numeracy	37.3	50	36.6	50	Percentage of students	2016 Results			2017 Target			LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH	Numeracy	34.5	45.5	20.0	25	40	35	Number and Algebra	2016 Results	2016 Target	Foundation	11.8	50	Year 1	31.8	50	Year 2	42.7	60	Year 3	22.0	50	Year 4	25.1	50	Year 5	27.2	50	Year 6	37.0	50		Year 3's		Year 5's		2016 Data	2017 Target	2015 Year 3 Data	2017 Target	Grammar and Punctuation	47.2	60	40.9	55	Reading	42.0	50	49.3	65	Spelling	55.7	70	39.5	55	Writing	44.9	60	49.3	65
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**Relative Growth**

Percentage of students	2016 Results			2017 Target		
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH
<b>Grammar and Punctuation</b>	<b>27.3</b>	<b>54.5</b>	<b>18.2</b>	<b>20</b>	<b>50</b>	<b>30</b>
<b>Reading</b>	<b>31.6</b>	<b>57.9</b>	<b>10.5</b>	<b>25</b>	<b>50</b>	<b>25</b>
<b>Spelling</b>	<b>32.5</b>	<b>47.3</b>	<b>20.0</b>	<b>25</b>	<b>45</b>	<b>30</b>
<b>Writing</b>	<b>25.5</b>	<b>45.5</b>	<b>29.1</b>	<b>20</b>	<b>40</b>	<b>40</b>

**Teacher Judgement - Students achieving above the expected level**

Reading	2016 Results	2017 Target
Foundation	30.9	50
Year 1	50.0	60
Year 2	62.7	65
Year 3	32.7	40
Year 4	20.9	40
Year 5	29.3	55
Year 6	33.2	60

Speaking and Listening	2016 Results	2017 Target
Foundation	2.4	50
Year 1	7.5	25
Year 2	25.4	40
Year 3	13.4	40
Year 4	14.3	25
Year 5	13.8	25
Year 6	15.7	40

Writing	2016 Results	2017 Target
Foundation	19.3	50
Year 1	25.0	40
Year 2	42.4	60
Year 3	23.1	40
Year 4	12.9	40
Year 5	19.1	40
Year 6	26.8	50

Student assessment of teaching and learning to be at or above state benchmarks as measured through the following indicators;

Attitude to School Survey	2016 Results	2017 Target
Learning confidence	3.95	5.00
Teacher effectiveness	4.24	5.25
Student Motivation	4.46	5.50
Stimulated Learning	3.88	5.00

Staff assessment of teaching practice to be at or above state benchmarks as measured through the following indicators;

Staff Opinion Survey		
Collective Focus on Student Learning	85.05	86.90
Guaranteed and Viable Curriculum	79.35	81.30
Teacher Collaboration	77.52	82.28
Collective Responsibility	87.26	89.33



**ENGAGEMENT:**

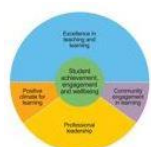
Student engagement in learning to be at or above state benchmarks as measured through attendance rates and the following indicators;

Indicator	2016	2017
Average Unexplained Absences		
	5.69 days/student	< 3
Student Attitudes To School Survey		
School Connectedness	43.0%	> 60.0%
Parent Opinion Survey		
Stimulating Learning	5.68	5.85

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>1. To continue to develop teacher capacity in using data to identify each students zone of proximal development (readiness to progress to their next skill) in order to inform the planning of teaching instruction to address each child's current need.</p>	Appointment of a second Assistant Principal. Part SRP Credit Allocation funding of approximately 30% of \$114,000 being \$34,000.	Principal Doug Elliott	January 2017	<p>6 months: All teaching staff implement the school's Assessment Schedule to maintain and interpret data to inform teaching that is aimed at each students learning needs (Zone of Proximal Development or ZPD) as evidenced by Planning Team meeting notes, assessment and reporting records, weekly and term planners.</p>	● ● ●	<p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p>		
	Appointment of a 0.5 Numeracy Teaching and Learning Coach \$45,000. \$32,500 being 50% of the school's Equity Funding Credit Allocation of \$65,000 and the balance being from the school's SRP Credit Allocation.	Principal Doug Elliott	April 2017					
	Consolidate assessment and data gathering resources. Assessment & Reporting Budget. Part Equity Funding Cash Allocation of approximately 8% of \$64,000 being \$5,000	Assistant Principal Karen Rouda	February - June 2017 then ongoing coaching	<p>12 months: All teaching staff routinely use the school's Assessment Schedule to maintain and interpret data to inform teaching is aimed at each students learning needs (Zone of Proximal Development) as evidenced by Planning Team meeting notes, assessment and reporting records, weekly and term planners.</p>	● ● ●			
	Implement targeted professional learning for all staff, on using data to differentiate teaching to each student's point of need. Professional Development Budget. Part Equity Funding Cash Allocation of approximately 16% of \$64,000 being \$10,000	Assistant Principal Karen Rouda	February - June 2017 then ongoing coaching					
	Consolidate and document the whole school approach to instructional practice and our agreed instructional framework for Numeracy Education.	Assistant Principal Karen Rouda & Numeracy Coach Tracy Turner	April 2017	<p>All students show on average the equivalent of one year's growth in one year's time through a variety of measures as reflected in the school's assessment schedule, including PAT Maths &amp; Reading, SPA, On Demand Testing and NAPLAN.</p>	● ● ●			
	Coaching model to be implemented across the school with Data Literacy and Numeracy as the focus.							
	Team planning sessions in Data Literacy and Numeracy Teaching to be supported by Assistant Principal and Numeracy Coach							
Implement targeted professional learning for all staff in the teaching and assessment of Numeracy, under the school's instructional model and assessment schedule. Professional Development Budget. Part Equity Funding Cash Allocation of approximately 24% of \$64,000 being \$15,000.	Assistant Principal Karen Rouda & Numeracy Coach Tracy Turner	February - September						



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
2. Consolidation of a whole school approach to Literacy Teaching from Foundation to Year Six with a focus on student writing skills.	Appointment of a 0.5 Literacy Teaching and Learning Coach \$45,000. (\$32,500 being 50% of the school's Equity Funding Credit Allocation of \$65,000 and the balance being from the school SRP Credit Allocation.) Appointment of a 0.4 RT/EAL Teaching and Learning Coach \$32,731 (being from the school SRP, RT/EAL Credit Allocation).	Principal Doug Elliott	February / March 2017	6 months: All teaching staff implement the school's instructional model for Literacy to plan and deliver teaching that is aimed at each students learning needs (Zone of Proximal Development or ZPD) as evidenced by Planning Team meeting notes, records of classroom observations, weekly and term planners.	● ● ●			
	Review and continued development of the Refugee Transition and English as an Additional Language Program on a 'coaching model' designed to enhance teacher capacity to accommodate for RT and EAL students with a focus on daily Literacy and Writing lessons.	Assistant Principal Melissa Roberts & RT/EAL Coach Jodie Henry	April 2017	12 months: All teaching staff routinely use the school's instructional model for Literacy to plan and deliver teaching that is aimed at each students learning needs (Zone of Proximal Development or ZPD) as evidenced by Planning Team meeting notes, records of classroom observations, weekly and term planners.	● ● ●			
	Coaching model to be implemented across the school with Literacy and Writing as the focus.  Team planning sessions in Literacy to be supported by Assistant Principal and Literacy Coach	Assistant Principal Melissa Roberts & Literacy Coach Lauren Rice	April 2017	All students show on average the equivalent of one year's growth in one year's time through a variety of measures as reflected in the school's assessment schedule, including SPA, On Demand Testing and NAPLAN.				
	Implement targeted professional learning for all staff in the teaching and assessment of Literacy, with a focus on Writing, under the school's instructional model and assessment schedule. Professional Development Budget. Part Equity Funding Cash Allocation of approximately 24% of \$64,000 being \$15,000.	Assistant Principal Melissa Roberts & Literacy Coach Lauren Rice	February - September 2017 then ongoing coaching.					



# 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	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.]
	<b>Curriculum planning and assessment</b>	Yes	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	<b>Building leadership teams</b>	No	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	<b>Empowering students and building school pride</b>	No	Select status	
	<b>Setting expectations and promoting inclusion</b>	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	<b>Building communities</b>	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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>Next Steps:</b>				

