

Annual Implementation Plan: for Improving Student Outcomes

School name: Reservoir Views P.S.

School number: 5523

Endorsement:

Principal Karen Rush

15/03/2017

Year: 2017

Based on strategic plan: 2016-2019

Senior Education Improvement Leader Graeme Stevenson

15/03/2017

School council

15/03/2017

Section 1: The school's Improvement Priorities and Initiatives

| School Strategic Plan goals |
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| Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy. |
| To ensure that students are engaged in their learning and feel connected to their school. |
| Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing. |
| To ensure consistency and alignment of all aspects of school operations and resource allocation that result in sustained improvement in student learning and well being |

| 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: |
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| Data set information using student outcomes results, the Student Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey continue to indicate a focus area for improvement in the DET priority "Excellence in Teaching and Learning". |
| NAPLAN data indicates that there is improvement to be made in order to reach state means in reading and numeracy. |
| AUSVELS results in general indicate low percentage of students achieving above expected levels in reading and number and numeracy. In 2016, 72% of students made 12 months progress in reading in 12 months and 76% of students made 12 months progress in number and algebra. |
| 2016 Student Attitudes to School Survey results indicate we need to improve in the Student Relationships Domain: Classroom Behaviour, Student Safety and in The Teaching and Learning Domain: Connectedness to school. |
| School Staff Survey results indicate that we need to improve in all areas of School Climate (2016 whole school endorsement 49.9%) |
| Parent Opinion Survey results indicate that improvement can be made in School Climate: General Satisfaction (2016-5.27), School Connectedness (2016-5.70), Approachability (2016 5.27), Behaviour Management (5.11) |
| We will introduce a structured Inquiry Learning model to better engage our students and to lend authenticity to "student voice and input" into learning. The Berry Street Educational Model will provide us with the whole school framework required to improve our school's capacity to address school engagement issues of all our students so that they can achieve their personal and social potential through educational achievement. |

| Key improvement strategies (KIS) | |
|--|---|
| Improvement initiative: | Key improvement strategies (KIS) |
| Building practice excellence | Build consistency and quality of teaching practice across the school to improve student performance in Reading and Maths. Establish teacher collaboration and reflective practice. Use assessment and data to inform planning. Ensure learning spaces across the school enable and promote collaborative teaching and learning. Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals. |
| Empowering students and building school pride: - develop approaches that give students a greater say. | Expand authentic student leadership opportunities across the school. Ensure that teachers have a working knowledge of the Victorian Curriculum, and can effectively use teaching strategies that address the full range of student learning needs and interests of boys and girls. Develop, document and implement consistent teaching and learning protocols for Inquiry focused teaching and learning. |
| Setting expectations and promoting inclusion: implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours. | Build staff capacity to better engage with the community. Develop consistent processes and programs that support the mental health, and general wellbeing of all students. Investigate ways to develop parent expertise and encourage greater involvement in their children's learning. Use assessment and data to inform planning. |

Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | | Improve and maximise student learning across the whole curriculum with an emphasis on Literacy and Numeracy. | | | | | | | |
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| IMPROVEMENT INITIATIVE | | Building practice excellence | | | | | | | |
| STRATEGIC PLAN TARGETS | | Every student to achieve at least one year's growth in learning (as measured by the Victorian Curriculum) during each school year. Increased % of students in the top 2 bands in all literacy and numeracy domains in NAPLAN from previous year Increase the proportion of students making high relative NAPLAN gain from Year 3 to Year 5 The School Staff Survey Overall Score for School Climate and Professional Learning will be at or above the state mean | | | | LEARNING FOR LIFE BREAKING THE LINK PRIDE & CONFIDENCE IN OUR SCHOOLS | | | |
| 12 MONTH TARGETS | | Increase the percentage of students achieving VC Reading at and above expected levels to 85% (2016 Semester 2 Reporting data 80%) Increase the percentage of students achieving VC Number and Algebra at and above expected levels to 80 % (2016 Semester 2 Reporting data 69%) Increase the percentage of Year 3 students achieving NAPLAN Band 5-6 reading and numeracy Reduce the percentage of Year 3 students achieving below NAPLAN Band 3 reading and numeracy Increase the percentage of Year 5 students achieving NAPLAN Band 7-8 reading and numeracy Reduce the percentage of Year 5 students achieving below NAPLAN Band 4 reading and numeracy | | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS <u>what</u> the school will do and <u>how</u> - including financial and human resources | WHO | WHEN | SUCCESS CRITERIA the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress | | MONITORING | | | |
| | | | | Progress Status | EVIDENCE OF IMPACT the quantifiable school and student outcomes and/or qualitative information about the change in practice] | Budget Estimate | YTD | | |
| | | | | 6 months: | 12 months: | | | | |
| Build consistency and quality of teaching practice across the school to improve student performance in Reading and Maths. | Through professional learning, consolidate teacher capacity to plan, teach and assess Maths and Reading effectively. | School Improvement Team (SIT) | Semester 1 | Increased capabilities of teachers evident in observations of practice, fortnightly planning and student learning outcomes (Reading and Maths) | Consistent teaching of Maths and Reading protocols developed, including: a whole school Maths benchmark system; all lessons have a clear learning intention and success criteria in the planning and visible in the room; explicit teaching of maths strategies; critical assessment of maths progress undertaken regularly; learning tasks are differentiated to meet the learning level of all students, (<i>Powerful Learning School Improvement Initiative</i>). | ● ● ● | Improved Year 3 – 5 student learning gain in NAPLAN | | |
| | Appoint Maths improvement action research group to attend Bastow Leading Numeracy Course | Principal | | | | ● ● ● | All students have improved in reading fluency and comprehension evidenced in Fountas & Pinnell assessments | | |
| | Establish English and Maths Team with defined team and leader roles and responsibilities. | SIT | | E & M Team leading professional learning in identified areas of need | Improved achievement levels as measured by running records (Lit Intervention) and EAL assessments. | ● ● ● | Increased percentage of students achieving above expected levels in VC Reading and Viewing, and Number & Algebra | | |
| | Develop and document consistent Maths and Reading teaching and assessment protocols. | English & Maths Team | | | | ● ● ● | Improved School Staff Survey School results in School Climate (2016 66%) | | |
| All teachers moderate selected maths work samples at least twice per term in PLTs, with focused discussion to enable consistent, fair and reliable assessment. Selected tasks must allow students to demonstrate different levels of achievement. | Professional Learning Teams | | By March, and then every 2-3 weeks as required. | Increased targeted reading interventions; enhanced knowledge of each student's reading ZPD. | Improved understanding and resolution of challenges and celebration of successes across school PLTs. | ● ● ● | Improved Year 3 – 5 student learning gain in NAPLAN | | |
| Conduct running records with analysis of reading accuracy, fluency and comprehension every 2-3 weeks as required. | Teachers | | | | | | | | |
| Investigate and establish a student learning data management system (eg. Accelerus; Student Performance Analyser; Compass) to store whole school data. | Principal | | March onwards | Improved School Staff Survey School results in School Climate (2016 66%) | | | | | |
| Increase level of targeted intervention and support for EAL and at risk students. | | | | | | | | | |
| Establish teacher collaboration and reflective practice. | Professional Learning for Teams of teachers to be able to plan English and Maths programs, and analyse English and Maths assessment data every fortnight. | Leading Teacher & Team leaders | End Semester 1 | Teams meet and plan at least once per week during common planning time; English and Maths planners documented by the team, and student learning progress tracked in common assessment tasks. | Improved understanding and resolution of challenges and celebration of successes across school PLTs. | ● ● ● | Improved Year 3 – 5 student learning gain in NAPLAN | | |
| | Team leaders lead professional discussion on PLT-identified issues/topics once each term for all staff to participate in. | All staff | From Semester 1 | | | | Improved student learning growth from Semester 1 2016 to Semester 1 2017 | | |
| Use assessment and data to inform planning | All teachers moderate selected work samples (maths and writing) at least twice per term in PLTs, with focused discussion to enable consistent, fair and reliable assessment. Selected tasks must allow students to demonstrate different levels of achievement. | AP & Team Leader PLTs | From Semester 1 | Moderated work samples twice per term in maths and writing. Team planning documents and PLT meetings focus on what students need to learn, | Whole school Comprehension F&P data tracked across the year Team planning documents and PLT meetings focus on what students need to learn, | ● ● ● | Improved teacher understanding of student ZPD Increased above expected levels of achievement | | |
| | | | | | | | Increased teacher capabilities in collecting and analysing learning progress using F & P, NAPLAN, and other data (triangulation) as evidenced in teacher professional discussion, planning and assessment | | |



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| | <p>Teacher professional learning undertaken to address teacher data literacy needs.</p> <p>Review and update the whole school Assessment Schedule to include authentic and differentiated opportunities for students to provide feedback on their learning</p> <p>Review Student Report system and adapt to meet the Victorian Curriculum requirements and Social and Emotional Learning (SEL) achievement</p> | <p>PLTs</p> <p>SIT</p> | <p>Term 1</p> | <p>how they know they have learned it, how they respond for students who haven't or have, learned it.</p> <p>Higher level of differentiation of learning across the school</p> <p>Student Reports include SEL</p> | <p>how they know they have learned it, how they respond for students who haven't or have, learned it.</p> <p>Higher level of differentiation of learning across the school</p> <p>Student Reports include SEL</p> | | <p>tasks.</p> | | |
| <p>Ensure learning spaces across the school enable and promote collaborative teaching and learning.</p> | <p>Investigate funding sources to enhance external play areas, eg Inclusive Schools Fund</p> | <p>Principal</p> | <p>Semester 1</p> | <p>Inclusive Schools Grant Application submitted</p> | | <p>● ● ●</p> | <p>Increased teacher capacity to plan, teach and assess student learning evidenced in School Staff Survey School Climate (2016 66%)</p> | | |
| <p>Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals.</p> | <p>All staff P&D Plans are explicitly linked to the AIP & SSP, and data and feedback are used to identify critical indicators and measure progress towards the achievement of goals.</p> <p>Privilege school improvement goals as the focus of the majority of scheduled staff meeting times.</p> <p>Funds allocated for additional release for teacher development in teaching reading and maths: Leading Teacher coaching teachers; observations of practice</p> <p>Increase understanding of school mission and vision through staff professional learning; promote the school improvement plan through regular parent forums, through school media such as newsletters and website.</p> | <p>All staff & Principal</p> <p>SIT</p> <p>Principal</p> <p>Principal</p> | <p>Term 1</p> | <p>P&D cycle underway</p> <p>Staff meeting schedule reflects school priorities</p> <p>Ongoing coaching undertaken by LT</p> <p>Parent involvement increased through enhanced communication with staff</p> | <p>Staff performance and development goals achieved</p> <p>Staff meetings are predominantly focused on improving student outcomes.</p> <p>Coaching of teachers has raised their teaching effectiveness</p> <p>Parent interest maintained</p> | <p>● ● ●</p> | <p>Increased teacher capacity to plan, teach and assess student learning evidenced in School Staff Survey School Climate (2016 66%)</p> | | |



Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | | To ensure that students are engaged in their learning and feel connected to their school. Ensure the provision of a positive, safe and stimulating learning environment that develops resilience and wellbeing. | | | | | | |
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| IMPROVEMENT INITIATIVE | | Setting expectations and promoting inclusion Empowering students and building school pride | | | | | | |
| STRATEGIC PLAN TARGETS | | Attendance: Improve student attendance to be at or above the state mean. Attitudes to school survey: Scores to be at or above the state mean for learning confidence, stimulating learning, teacher empathy and teacher effectiveness. Parent Opinion Survey: General satisfaction to be at or above the state mean. | | | | | | |
| 12 MONTH TARGETS | | Student Attitude to School Survey: Scores to improve on 2016 results, and be at or above state mean for school connectedness and learning confidence. Parent Opinion Survey: General satisfaction, student safety and school connectedness to improve on 2016 results, and be at or above the state mean. Reduce the number of school suspensions from 30 in 2016 to less than 10 School Staff Survey School Climate Module whole school summary endorsement increased on 2016 result (50%) Reduced Absence days (less than 2016 =14.46 days) | | | | | | HAPPY, HEALTHY & RESILIENT KIDS LEARNING FOR LIFE BREAKING THE LINK |
| KEY IMPROVEMENT STRATEGIES | ACTIONS <u>what</u> the school will do and <u>how</u> - including financial and human resources | WHO | WHEN | SUCCESS CRITERIA the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress | | MONITORING | | |
| | | | | 6 MONTHS | 12 MONTHS | Progress Status | EVIDENCE OF IMPACT: the quantifiable school and student outcomes and/or qualitative information about the change in practice | Budget |
| Develop consistent processes and programs that support the mental health, and general wellbeing of all students. | All staff undertake the Berry Street Education Model training over 2 curriculum days, and through school-based consultancy with Berry Street educators. | Principal | 30 January & 24 July | Safety Plans and Individual Learning Plans in place for all at risk students | Reduced suspensions (from 30 days in 2016) | ● ● ● | Year 5-6 students' levels of wellbeing and engagement increased as evidenced in SATSS | |
| | Teachers implement positive, consistent behaviour management strategies that support the wellbeing of all students through the BSEM. | Wellbeing Leader Teachers | By end Semester 1 | Increased positive strategies implemented by all teachers and measures of progress established | Increased culturally inclusive whole school events scheduled throughout the year | ● ● ● | Reduced number of absence days compared to 2016 (14.46 days). | |
| | Provide education for parents on the BSEM and school approaches to a positive culture for learning | Wellbeing Team | Semester 1 and 2 | Reduced out of class (eg recess) incidents recorded in Engagement Register | Increased physical education and activity to the mandated 20-30 minutes per day P – 3 students, and 90 minutes Year 4 – 6 as evidenced in teachers' weekly plans | ● ● ● | Increased level of Collective Efficacy (36% 2016) | |
| | Review Student Engagement and Wellbeing policy and school processes, identify and document non-negotiable school practices and collect relevant wellbeing data. | Wellbeing Team & Principal | Term 1 | Cybersafety and digital technology behaviours and skills taught P-6 and Acceptable Use of Digital Technologies Agreement updated | Weekly specialist music lessons for all students within one term of the year | ● ● ● | Decreased incidences of inappropriate behaviour evidenced in Engagement Register and Class Behaviour Record. | |
| | Provide further opportunities for students to participate more fully in the Arts and Physical Education learning. | Teachers | From start of term 1 | Updated Student Engagement and Wellbeing policy | The Arts Curriculum achievement standards are evident in classroom teacher planning documents. | | | |
| | Year 3 – 6 students undertake SATSS and teachers analyse and use data to inform planning and practices (Schedule 3 to 6 Student Focus Meeting times to analyse and interpret 3-6 data) | Year 3-6 teachers | Every term | English / Maths and wellbeing teams established, and schedule of collaborative professional learning underway | | | | |
| Work with the Lead school to introduce the Respectful Relationships initiative. | SIT | From Term 3 | Timetabled clubs facilitated by staff Parents have participated in education sessions (eg. BSEM, Body Safety) Improved student attendance levels | | | | | |
| Ensure that teachers have a working knowledge of the Victorian Curriculum and can effectively use teaching strategies that address the full range of student learning needs and interests of boys and girls. | Professional learning of the BSEM and Victorian Curriculum http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R BSEM / Social and Emotional Learning teaching strategies and learning aims are explicitly linked to the Victorian Curriculum, and included in Student Reports. http://www.childhoodinstitute.org.au/educationmodel | All teachers | Term 1 | Personal and Social Capability is a throughline in all program planning and is implemented in all curriculum areas http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/rationale-and-aims Enhanced teacher expertise in assessment for/of learning, what students can do, say, make or write to demonstrate skills and understanding. | Personal and Social Capability is a throughline in all program planning and is implemented in all curriculum areas http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/rationale-and-aims Respectful Relationships initiative commenced and partnership with Leading School underway. | ● ● ● | Increased level of Collective Efficacy (36% 2016) Reduced number of absence days compared to 2016 (14.46 days). Year 5-6 students' levels of wellbeing and engagement increased as evidenced in SATSS Decreased incidences of inappropriate behaviour evidenced in Engagement Register and Class Behaviour Record. | |
| Expand authentic student | Expand The Better Buddies Program P-6 and incorporate | All teachers | From start of | Increased student connectedness | Better Buddies: Increased positive | ● ● ● | Improved ATOSS School Connectedness | |



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| leadership opportunities across the school. | SEL lessons into the weekly timetable. http://betterbuddies.org.au/ Develop teacher knowledge of components of The Better Buddies Program incorporating the BSEM. Develop clear roles and responsibilities for the JSC. Establish JSC-led action teams to develop solutions relating to our school community. | Wellbeing Team & Buddies Leaders JSC teachers | term 1 Semester 1 Term 1 Term 2 | to school: Better Buddies introduced and regular activities occurring across all student levels of the school JSC-led action teams underway | interactions between students across the school; increased resilience and empathy. Successful JSC-led action team projects | ● ● ● | from 2016 (4.27) Improved ATOSS Student Safety from 2016 (4.27) | | |
| Develop, document and implement consistent teaching and learning protocols for Inquiry focused teaching and learning. | Through professional learning and drawing on the Powerful Learning strategies re Questioning and Inquiry, build teacher capacity to plan, teach and assess core aspects of the curriculum using an inquiry model. Common Inquiry planning template developed | All teachers SIT | From start Term 1 Term 1 | Planning template used across the school for Inquiry Teaching & Learning Increased student choice and questioning in Inquiry units | Teachers plan, teach and assess student learning as evidenced in Inquiry Planners, two observations of practice, and student learning growth recorded and shown in pre and post test data. P-2 teachers planning developmental play sessions to assess and improve oral language development. | ● ● ● | Increased teacher capacity to plan, teach and assess student learning evidenced in School Staff Survey School Climate (2016 66%) | | |
| Build staff capacity to better engage with the community. | Implement the 'Smooth Start' approach P – 6 Develop affirmative actions on how to enhance community relationships. Parent Survey / EAL/Interpreter/At Risk/Social/ Review Reporting to Parents approach | All teachers PLTs & School Council SIT | From start Term 1 Term 1 | Parents have a strong understanding of the morning routine and are confident to come into the classroom. PLT and School Council affirmative action strategy underway Student Reports reviewed | Reporting to parents process reviewed and changes implemented Increased parent participation and communication in school activities | ● ● ● | Parent Opinion Survey General Satisfaction above the 2016 result (80% satisfied; 4.6 percentile). School Staff Survey: Improved Parent and community involvement (2016 54% positive response) | | |
| Investigate ways to develop parent expertise and encourage greater involvement in their children's learning. | Enhance 2-way communication by providing staff email for parents Develop educational experiences that promote our learning approaches, eg School Council sub-committees, Welcome Picnic, Education week activities, Learning Expos, Passport to Learning, Parent Helpers Program etc. | All teachers School Council | Semester 1 | Increased parent participation in school activities, school council sub-committees, and in classrooms | Increased parent participation in school activities, school council sub-committees, and in classrooms | ● ● ● | Parent Opinion Survey General Satisfaction above the 2016 result (80% satisfied; 4.6 percentile). School Staff Survey: Improved Parent and community involvement (2016 54% positive response) | | |



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 | Yes | 2 - Evolving | [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 | No | Select status | |
| | Evidence-based high impact teaching strategies | No | Select status | |
| | Evaluating impact on learning | No | Select status | |
| Professional leadership | Building leadership teams | 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 | Empowering students and building school pride | Yes | 2 - Evolving | |
| | Setting expectations and promoting inclusion | Yes | 2 - Evolving | |
| | 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 | No | 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: | | | | |

