

Annual Implementation Plan: for Improving Student Outcomes

School name: Queenscliff Primary School

Year: 2017

School number: 1190

Based on strategic plan: 2017-2020

Endorsement:

Principal: Richard Buckingham 26/4/2017

Senior Education Improvement Leader: Alan Davis 26/4/2017

School council: Alex Giannuzzi 26/4/2017

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	
<p>By the end of the review period, student outcomes in literacy and numeracy will have exceeded 2016 threshold data through improving teacher capacity and student engagement in their own learning.</p> <p>Queenscliff PS will develop a sequenced well-structured curriculum and assessment schedule in English, Mathematics and STEAM, that is embedded across the school; regularly evaluated and incorporates the local community, resources, history and environment.</p>	2.	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.

In 2016, Queenscliff Primary School had a total enrolment of 10 students (Feb census) which in 2017 has increased to 40 students. The significant enrolment growth over the past 12 months should continue to be driven through community engagement and building school pride amongst staff, students and families. The school has made significant changes to its structures, programs and work force and is currently operating in 3 small classes (P-2, 3/4 and 5/6). There are no indigenous, PSD or EAL students enrolled and the socio-economic background of students is categorised as medium and there has been a recent increase in community engagement and interest with the school.

During 2016 staff worked to improve outcomes in the core subjects of English and Mathematics and focussed on improving assessments related to these areas. A whole-school instructional model was introduced, revised assessment schedule and better documented weekly work programs were introduced in line with Victorian Curriculum scope and sequence across all year levels in Reading, Writing and Number. A focus on an 'Inquiry Learning' approach to teaching was introduced and is being assessed to measure its effectiveness. Queenscliff Primary School has recently had an 'out of cycle' school review and a change in school leadership and it was determined in our out of rounds review that curriculum development, assessment practices and building teacher capacity were areas of need for the school.

The school staff have a commitment to improvement and have commenced building sound professional relationships with other schools and has processes in place to ensure the resources of the school are effectively used to meet the identified needs of the students. The school offers the full Victorian Curriculum including Japanese; Visual and Performing Arts, Science, Kitchen/garden and Physical Education which was implemented in the middle of 2016. It also has access to the MARC library service providing additional reading resources. The school vision 'Learning for the Future', has been re-established, along with the promotion of the values of 'Collaboration, Creativity, Curiosity, Communication and Compassion'.

Throughout the course of the strategic plan, the school will endeavour to reduce student absences, increase learning growth in literacy and numeracy and build upon student and parent engagement in the school. The school will have a well-documented curriculum in literacy, numeracy, inquiry and all specialist subjects. The school will broaden its professional learning community with other schools and continuously work upon further increasing and sustaining enrolments across all year levels.

Each year of the strategic plan, a curriculum area will be identified and focused upon for completion and implementation. Previous year foci will be revisited each year to ensure embedding has occurred. Literacy (reading) will year's AIP focus, followed by literacy (writing), mathematics and finally STEAM in future years.



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"> • Strengthen our working relationship with other schools to build instructional knowledge, planning and assessment practices • Develop a deeper understanding of the requirements and expectations of the Victorian Curriculum, with a focus on STEAM.
Curriculum planning and assessment	<ul style="list-style-type: none"> • Focus effort on improving student outcomes in the area of literacy and numeracy. • Develop a sound understanding of assessment strategies for all learning areas and particularly for literacy and numeracy. • Implement a whole school approach to the use of data and evidence to track the progress of every student to better inform planning and assessment
Empowering students and building school pride	<ul style="list-style-type: none"> • Reduce the level of unexplained absenteeism. • Implement a process for goal setting that is based on evidence and that sets achievable but challenging goals for each student. • Further develop positive relationships across the school with staff, students and parents. • Embed the school values and support the values into school practice and culture. • Improve student engagement through a whole school STEAM approach to learning.



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.

STRATEGIC PLAN GOALS	To improve teaching and learning outcomes for all students with a focus on literacy, numeracy and STEAM so that all students make at least one-year's growth for one year's learning.							
IMPROVEMENT INITIATIVE	Building practice excellence Excellence in teaching and learning							
STRATEGIC PLAN TARGETS	Teacher judgments reflecting all students achieving one year's growth in one year. Annual growth targets set and measured against at each cohort level and for individual students using triangulated data incorporating school based assessments and the Victorian Curriculum in English. There will be an improvement in NAPLAN data so that all students are meeting the threshold gain from year 3 to year 5 for reading, writing and numeracy.							
		Low Equal to or less than %	High Equal to greater than %					
	Reading	25	25					
	Writing	25	25					
	Numeracy	25	25					
12 MONTH TARGETS	Learning goals and V.C.O.P program embedded and evaluated. Student/parent/staff feedback (survey) of learning goal effectiveness F&P benchmarking for all students in all classes Literacy continuums in place across all classes Improved student outcomes in reading and writing, teacher judgments and NAPLAN Annual growth targets set and measured against at each cohort level and for individual students using triangulated data incorporating school based assessments and the Victorian Curriculum in English.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implement a process for goal setting that is based on evidence and that sets achievable but challenging goals for each student.	<p>Establish V.C.O.P program as starting point to student learning goals. Staff PL and CoP with Roslyn P.S.</p> <p>Ensure learning goals are established, monitored and refined for all students, initially linked to V.C.O.P program</p> <p>Ensure the learning goals are linked to the learning continuum (literacy)</p> <p>Have documented evidence that the student learning goals are challenging (what evidence would this be)</p>	Principal, teaching staff, support staff, literacy coach	<p>Term 1</p> <p>Term 1 and ongoing</p> <p>Term 2</p> <p>Terms 3&4</p>	<p>6 months: V.C.O.P program established and staff PL with Roslyn PS</p> <p>Learning goals established linked to V.C.O.P</p> <p>Internal PL provided by staff member who attends external training in meeting schedule</p> <p>12 months: Learning goals and V.C.O.P program embedded and evaluated.</p> <p>Exploration of student learning goals in Reading and Writing</p> <p>Student/parent/staff feedback (survey) of learning goal effectiveness</p>	● ● ●		\$5000	



Focus effort on improving student outcomes in the area of reading and writing.	Benchmark student's abilities in reading and writing.	Principal, teaching staff, literacy coach	Term 1	6 months: Learning continuums in reading and writing established and all students benchmarked	● ● ●			
	Professional learning for staff around F&P, V.C.O.P and interpretation of NAPLAN data (through literacy coach)		Terms 1&2	Established coaching plans for teaching staff focussing upon literacy				
	Revise assessment schedule.	Principal	Terms 2-4	Literacy intervention program established				
	Employ literacy coach to work in school.	Principal		Revised assessment schedule				
	Employ literacy support staff member to implement intervention program	Principal,	Terms 2-4	12 months: V.C.O.P student learning goals fully implemented	● ● ●			
	Assess impact of change through student outcomes and teacher observations.	Principal, teaching staff, literacy coach		All staff competent in using F&P to benchmark students and track learning				
	Connect with other local schools that are doing well in Literacy.			Literacy continuum audited and aligned to QPS				
	Staff undertake PL around individual learning goals.			Internal PL provided by staff member who attends external training in meeting schedule				
				Students and parent surveys				
				Improved student outcomes in reading and writing.				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve teaching and learning outcomes for all students with a focus on literacy, numeracy and STEAM so that all students make at least one year's growth for one year's learning.							
IMPROVEMENT INITIATIVE	Curriculum planning and assessment Excellence in teaching and learning							
STRATEGIC PLAN TARGETS	Teacher judgments reflecting all students achieving one year's growth in one year. Annual growth targets set and measured against at each cohort level and for individual students using triangulated data incorporating school based assessments and the Victorian Curriculum in English. There will be an improvement in NAPLAN data so that all students are meeting the threshold gain from year 3 to year 5 for reading, writing and numeracy.							
		Low Equal to or less than %	High Equal to greater than %					
	Reading	25	25					
	Writing	25	25					
	Numeracy	25	25					
12 MONTH TARGETS	Learning goals and V.C.O.P program embedded and evaluated. Student/parent/staff feedback (survey) of learning goal effectiveness F&P benchmarking for all students in all classes Literacy continuums in place across all classes Improved student outcomes in reading and writing, teacher judgments and NAPLAN CoPs established, documented and maintained with other schools.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Strengthen our working relationship with other schools to build instructional knowledge, planning and assessment practices	Continue to link with Montpelier Primary School for staff professional learning sessions with a focus on curriculum planning and assessment.	Principal, teaching staff.	Term 1 and ongoing	6 months: Community of practice action plan established with clear goals and actions.	● ● ●			
	Continue to link with Roslyn Primary School to implement V.C.O.P and literacy intervention programs.	Principal, teaching staff, support staff, literacy coach	Term 1 and ongoing	Timetable visits to other schools with an outlined focus on instructional practice, planning and/or assessment for each visit. Internal and cross school collegiate observations evident in staff PDP goals focusing on instructional practice, planning and/or assessment Literacy intervention program, V.C.O.P program and student learning goals established.				
	Embed whole school instructional model across all curriculum areas of the school	Principal, teaching staff	Term 2	Whole school instructional model evident in all teaching spaces and planning.	● ● ●			
	Explore building a CoP with Oberon South Primary School and Ceres Primary School with a focus on student learning goals	Principal	Term 2 and term 4	12 months: Completed one cross school moderation session with a focus on writing.				
	Explore the possibilities for cross school moderation practices with a focus on writing.	Principal	Term 1 and ongoing	Change of practice evident in collegiate observation reflections and follow up.				
	Explore ways to document a learning continuum for QPS	Principal, teaching staff, literacy coach		Documented learning continuum for QPS established and student learning tracked against this – reviewed if necessary prior to 2018				



Implement a whole school approach to the use of data and evidence to track the progress of every student to better inform planning and assessment	Review and revise the whole school assessment schedule	Principal, teaching staff, ICT technician.	Term 1	6 months: Documented whole school assessment schedule	● ● ●			
	Explore different assessment software options for tracking student data.		Term 2 and ongoing	All staff to have a written PDP goal based on effective use of data. Planning documents to reflect differentiation to student learning.				
	Planned professional learning to target using assessment effectively.	Principal, teaching staff, literacy coach	Term 1 and ongoing	12 months: Agreed software system for implementation in 2018 to track student data Staff have PL logs in place (VIT)	● ● ●			
	Staff PDP to reflect goals around using data to inform planning and assessment.	Principal, teaching staff, literacy support staff	Term 1, 2 and 4	Student trackers in place and being utilised				
Develop a deeper understanding of the requirements and expectations of the Victorian Curriculum, with a focus on STEAM.	Review the current Inquiry way of teaching	Principal, teaching staff	Term 1 and ongoing	6 months: PL evident in inquiry learning in meeting schedule	● ● ●			
	Continue to link with Roslyn Primary School to PL staff and see how STEAM curriculum has been implemented.			Draft of inquiry curriculum maps underway				
	Explore different ways to document the Inquiry learning at QPS by using a STEAM lens (scope and sequence documents, weekly planning documents etc).			12 months: Draft curriculum maps in place for inquiry scope and sequence Staff PDPs to reflect PL in inquiry process and Victorian Curriculum	● ● ●			
	Implement staff PD with a focus on the Victorian Curriculum	Principal	Term 1 and ongoing	PL evident in meeting schedule				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To increase student engagement with the school and each other within a positive climate for learning so that staff, students and parents feel valued, heard and respected. To continue to provide a whole school community focus on building positive relationships and resilience underpinned by the school values so that wellbeing will be enhanced.							
OTHER IMPROVEMENT MODEL DIMENSIONS	Empowering Students and Building School Pride Positive climate for learning							
STRATEGIC PLAN TARGETS	By the end of the strategic plan the average absence days be at or below State mean. Attitudes to school survey factors 'connectedness to peers' and 'teaching and learning' are scored at least at 4 or above on a 5 point scale over the life of the strategic plan (agree or strongly agree). Continual improvement in scoring of questions related to teaching and learning in the school's own parent and student surveys. Attitudes to school factors 'student morale' and 'student distress' are scored at least 5 or above on a 7 point scale over the life of the strategic plan. Attitudes to school survey factor 'classroom behaviour' is scored at least 4 or above on a 5 point scale over the life of the strategic plan							
12 MONTH TARGETS	Reduction in unexplained absences evident in benchmark data 'Every day counts' language common amongst all stakeholders and student attendance protocols re-visited and revised if necessary Parents effectively using Compass as primary notification of absences. Improved parent opinion and student opinion data (internal surveys and POS) in transitions Documented transition programs throughout the school School values and supplementary program evident and embedded across all classes Draft STEAM curriculum maps.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Reduce the level of unexplained absenteeism.	Establish accurate benchmark data on student absenteeism from 2016 data. Regularly communicate the message to parents and students about the importance of attending school. Establish an effective process to follow up on student absenteeism. Reward regular attendance. Utilise existing software program (Compass). PL required for all staff. Contact Grovedale Secondary College. Have a process in place to effectively code absences	Principal, teaching staff Principal, teaching staff, business manager/admin	Term 1 Term 1 and ongoing Start of term 1 Termly Staged roll out during the year Term 1 and ongoing	6 months: All staff familiar with 2016 benchmark data on student absenteeism 'Every day counts' brochures distributed to all families and posters evident in all learning spaces. Attendance discussions evident in pastoral care lesson plans and attendance awards celebrated in school newsletter/website/social media Student attendance protocols established Parent access to Compass portal Teaching staff and administration effectively coding absences Fortnightly absence data provided to parents for approval, followed up by principal.				



				<p>12 months: Reduction in unexplained absences evident in benchmark data</p> <p>'Every day counts' language common amongst all stakeholders</p> <p>Student attendance protocols re-visited and revised if necessary</p> <p>Parents effectively using Compass as primary notification of absences.</p>				
Further develop positive relationships across the school with staff, students and parents	Review and then consistently implement the school engagement policy	Principal Teaching staff	Term 3 Ongoing	<p>6 months: Current engagement policy reviewed and updated</p> <p>Greater school present at markets</p>	● ● ●			
	Market	Principal Parents QCM Committee	Terms 1,2 &4	<p>12 months: Engagement policy updated and ratified at school council</p> <p>Market volunteers increased and regular interactions between QPS and QCM Committee</p> <p>Documented transition program K-P</p> <p>Documented transition program Lower Primary – Middle Primary and Middle Primary – Upper Primary</p> <p>Draft transition program 6-7</p>	● ● ●			
Embed the school values and support values into school practice and culture	Revisit the schools values with staff, parents and students.	Principal School Council	Term 3	<p>6 months: Audit current school values and align to daily life at QPS (link to SWPB)</p>	● ● ●			
	Create/revise the whole school values matrix, ensuring that it is visible in all learning spaces.	Principal	Term 2	<p>Draft whole school matrix for each classroom</p> <p>Investigate supplementary program</p>				
	Investigate supplementary programs eg. You Can Do it	Principal Teaching staff	Term 1&2	<p>12 months: Matrix evident in all classrooms</p> <p>Supplementary program trialled and embedded</p>	● ● ●			
Improve student engagement through a whole school STEAM (science, technology, engineering, art and mathematics) to learning.	Explore the creation of yearly curriculum overview with a focus on STEAM for 2017	Principal Teaching staff CoP schools	Term 3&4	<p>6 months: Draft curriculum overview for STEAM begun</p>	● ● ●			
				<p>12 months: Draft curriculum overview for STEAM completed</p>	● ● ●			



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 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]				
Next Steps:				

