

# Annual Implementation Plan: for Improving Student Outcomes

School name: NEWBOROUGH PRIMARY SCHOOL

Year: 2017

School number: 014650

Based on strategic plan: 2016-2019

Endorsement:

Principal Tim Delany



20 February 2017

Senior Education Improvement Leader Rob Juratowitch

20 February 2017

School council Megan Nelson



20 February 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>• Improve student outcomes in numeracy and reading</li> <li>• Improve teacher practice</li> <li>• Improve student attendance</li> <li>• Achieve level four High Reliability School (HRS) status (Marzano)</li> </ul>

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:**  
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.

**Improve teacher practice by embedding PLC learning and accountability processes by focusing on mathematics instruction.** Rationale: the school participated in the Pilot Bastow PLC leaders program in 2016 and has allocated resources to the continuation of this learning in 2017. The school will also be a part of a Framework for Improving Student Outcomes (FISO) network within the Moe cluster of schools that will seek to improve the collective capacity for evidence based PLCs. In addition, our SSP Theory of Action contends that if we:

- set clear expectations relating to teacher practice,
- build teacher capacity to meet these expectations, and
- monitor the effectiveness of teacher practice,

then we will see improved student engagement and learning growth.

**Use our SWPBS framework to continue to promote a safe and positive learning environment.** Rationale: Achieving High Reliability Schools (HRS, Marzano) 'Safe and Collaborative School' status is dependent on the continued implementation of our SWPBS approach. The SWPBS framework supports us to monitor our whole school and targeted interventions as well as attendance and engagement outcomes.



**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)**

Improve teacher practice by embedding PLC learning and accountability processes with a focus on mathematics

**Excellence in Teaching and Learning – Building Practice Excellence**

- Continue the implementation of the Professional Learning Community model for staff learning, including 'just-in-time' leadership support and instructional and leadership coaching.
- Access and Lead System, Network and Cluster Professional Learning relating to effective Professional Learning Communities.
- Develop and implement and Instructional Model for use across the school – starting in with mathematics instruction.
- Prioritise curriculum in mathematics and specialist subjects, using the Marzano curriculum prioritisation tool
- Learn, in teams, how to effectively construct a Marzano proficiency scale for student feedback and assessment (mathematics and specialist subjects)

Use our SWPBS framework to continue to promote a safe and positive learning environment.

**Positive Climate for Learning – Set Expectations and Promote Inclusion**

- Continue the learning and implementation of the School wide Positive Behaviour and Support (SWPBS) approach to promote a safe and collaborative culture and enhance learner confidence.
- Allocate appropriate resources to the three tiers of SWPBS intervention.
- Build and review a School Improvement Team to reflect the High Reliability School framework.



Framework for Improving Student Outcomes





## 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		<ul style="list-style-type: none"> <li>● Improve student outcomes in numeracy and reading</li> <li>● Improve teacher practice</li> </ul>							
IMPROVEMENT INITIATIVE		Improve teacher practice by embedding PLC learning and accountability processes <b>Excellence in Teaching and Learning – Building Practice Excellence</b>							
STRATEGIC PLAN TARGETS		By 2019 for both numeracy and reading using NAPLAN as the measure: <ul style="list-style-type: none"> <li>● At least 20% of students achieving in the upper two bands in both year 3 and year 5</li> </ul> By 2019 for both reading and numeracy using NAPLAN as the measure: <ul style="list-style-type: none"> <li>● At least 25 % of students achieving High Growth &amp; Fewer than 25% of students achieving Low Growth</li> </ul> By 2019 at least 20% of students achieving High Achievement in Victorian Curriculum across all grades <ul style="list-style-type: none"> <li>● By 2019, at least 90% of students achieving at least 1 year's growth in numeracy and reading (VicCurriculum).</li> </ul>							
12 MONTH TARGETS		By 2017 for numeracy, using NAPLAN as the measure: <ul style="list-style-type: none"> <li>● At least 15% of students achieving in the upper two bands in both year 3 and year 5</li> </ul> By 2017 for numeracy using NAPLAN as the measure: <ul style="list-style-type: none"> <li>● At least 20 % of students achieving High Growth &amp; Fewer than 30% of students achieving Low Growth</li> </ul> By 2017, at least 15% of students achieving High Achievement in Victorian Curriculum across all grades <ul style="list-style-type: none"> <li>● By 2017, at least 90% of students achieving at least 1 year's growth in numeracy (VicCurriculum).</li> </ul>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
						Estimate	YTD		
<ul style="list-style-type: none"> <li>● Continue the implementation of the Professional Learning Community model for staff learning, including 'just-in-time' leadership support and instructional and leadership coaching.</li> </ul>	<ul style="list-style-type: none"> <li>- Coaching – Noelle Burdekin</li> <li>- Mathematics specialist 0.4</li> <li>- Instructional Leaders meeting &amp; PLC meeting (Mathematics) weekly</li> <li>- Using Marzano teacher practice continua and formal obs and feedback, evaluate teacher efficacy</li> </ul>	Tim PLC Leaders	December 2017	6 months:	● ● ●		\$6k		
				<ul style="list-style-type: none"> <li>- Victorian Curriculum – High Achievement in Semester 1 Mathematics</li> <li>- PLC/ILT Meeting records and evidence of changed teacher practice</li> </ul>					
				12 months:	● ● ●		\$12k		
				<ul style="list-style-type: none"> <li>- Student learning growth as detailed in 12 month targets, above</li> <li>- PLC Maturity Matrix growth targets for staff achieved</li> <li>- Teacher practice growth –according to Marzano teacher practice continua</li> </ul>					
<ul style="list-style-type: none"> <li>● Develop and publish and Instructional Model for use across the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Share draft at Curriculum Day 2016</li> <li>- Implement through PLC terms 1 &amp; 2</li> <li>- Review over 2017 through PLC</li> <li>- Complete Marzano HRS level 2 lagging indicator survey</li> </ul>	Dawn	Term 1&2 2017	6 months:	● ● ●		\$4k		
				<ul style="list-style-type: none"> <li>- Evidence of use of Instructional Model in all classrooms</li> <li>- Evaluation of efficacy through PLCs and observation/feedback</li> </ul>					
				12 months:	● ● ●		\$8k		
				<ul style="list-style-type: none"> <li>- Student learning growth as detailed in 12 month targets, above</li> <li>- Marzano HRS level 2 lagging indicator identifies clear work for 2018</li> </ul>					
<ul style="list-style-type: none"> <li>● Access and Lead System, Network and Cluster Professional Learning relating to effective Professional Learning Communities.</li> </ul>	<ul style="list-style-type: none"> <li>- Lead development and coordination of Cluster/FISO PLC initiative</li> <li>- Release PLC leaders to support participation in PLC initiative</li> </ul>	Tim PLC Leaders	Term 4 2017	6 months:	● ● ●		2k		
				<ul style="list-style-type: none"> <li>- Principal / PLC level meetings and professional learning</li> <li>- Agreed protocols and school level targets</li> </ul>					
				12 months:	● ● ●		4k		
				<ul style="list-style-type: none"> <li>- Student learning growth as detailed in 12 month targets, above</li> </ul>					
<ul style="list-style-type: none"> <li>● Prioritise curriculum in mathematics and specialist subjects, using the Marzano curriculum prioritisation tool</li> </ul>	<ul style="list-style-type: none"> <li>- Prioritising curriculum in mathematics using Marzano tool</li> <li>- improve data capture using Sentral</li> </ul>	Dawn & Meagan	Terms 1 – 3 2017	6 months:	● ● ●		2k		
				<ul style="list-style-type: none"> <li>- Teaching and learning in Mathematics reflecting priorities set by PLCs</li> <li>- Victorian Curriculum – High Achievement in Semester 1 Mathematics</li> </ul>					
				12 months:	● ● ●		4k		
				<ul style="list-style-type: none"> <li>- Student learning growth as detailed in 12 month targets, above</li> <li>- Staff capacity to prioritise across curriculum for 2018 planning</li> </ul>					
<ul style="list-style-type: none"> <li>● Learn, in teams, how to effectively construct a Marzano proficiency scale for student feedback and assessment (mathematics and specialist subjects)</li> </ul>	<ul style="list-style-type: none"> <li>- implementing Marzano proficiency scales in mathematics</li> <li>- improve data capture using Sentral</li> </ul>	Dawn & Meagan	Terms 1 – 3 2017	6 months:	● ● ●		2k		
				<ul style="list-style-type: none"> <li>- Use of proficiency scales in maths instruction – PLC implementation</li> </ul>					
				12 months:	● ● ●		4k		
				<ul style="list-style-type: none"> <li>- Staff and student literacy in relation to the use of proficiency scales</li> <li>- Student learning growth as detailed in 12 month targets, above</li> </ul>					



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		IMPROVEMENT INITIATIVE		STRATEGIC PLAN TARGETS		12 MONTH TARGETS	
Improve student attendance		Use our SWPBS framework to continue to promote a safe and positive learning environment. Positive Climate for Learning – Set Expectations and Promote Inclusion		Attendance Target – A mean of less than 15 Days absence by 2019 By 2019, using Student Attitudes to School survey, achieve a mean score of 4.6 across the six teaching and learning variables.		Attendance Target – A mean of less than 17 Days absence in 2017 In 2017, using Student Attitudes to School survey, achieve a mean score of 4.3 across the six teaching and learning variables.	
KEY IMPROVEMENT STRATEGIES		ACTIONS		WHO	WHEN	SUCCESS CRITERIA	Progress Status
<ul style="list-style-type: none"> <li>Continue the learning and implementation of the School wide Positive Behaviour and Support (SWPBS) approach to promote a safe and collaborative culture and enhance learner confidence. Allocate appropriate resources to the three tiers of intervention.</li> </ul>		<ul style="list-style-type: none"> <li>Recruit and induct Primary Welfare Officer</li> <li>Schedule fortnightly Student Wellbeing meetings</li> <li>Review, agree and implement SWPBS interventions; including improved communication and intervention management</li> <li>Lagging Indicator Survey to identify the extent to which our SWPBS and PLC work has resulted in us being at level 1</li> <li>HRs</li> <li>Leverage Respectful Relationship (RR) curriculum and professional learning as a RR partner school to better understand trauma and improve our teaching of the SWPBS value, Be Respectful</li> </ul>		Lisa/Danae	Term one	<ul style="list-style-type: none"> <li>Effective Student Wellbeing meetings and processes</li> <li>Clarity around SWPBS interventions</li> <li>Very low unapproved student absences</li> </ul>	● ● ● ●
				Lisa/Danae/Tim	Term two	<ul style="list-style-type: none"> <li>Low absence – achievement of targets detailed above</li> <li>Excellent SWPBS documentation and communication</li> <li>SAS data showing student engagement improvement</li> </ul>	● ● ● ●
MONITORING		Evidence of impact		Budget		YTD	
				36k		76k	

