

Annual Implementation Plan: for Improving Student Outcomes

School name: Coldstream Primary School

Year: 2017

School number: 5127

Based on strategic plan: 2015-2018

Endorsement:

Principal Phillipa Adgemis

Senior Education Improvement Leader Jeremy Beard

School Council Debbie Kollosche

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	
		Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
		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.

Positive climate for learning Based on the extensive work on SWPB in 2017 we need to explicitly teach respectful behaviours to address the school's poor image in the community.
Excellence in teaching and learning There is a need to build an agreed and documented, guaranteed and viable curriculum in place to enhance student learning.
 Teacher pedagogies need to reflect the demands of the instructional model.

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)
Positive climate for learning	<ul style="list-style-type: none"> Visible expectations throughout the school community. Explicit teaching of the values, agreements learning styles, empathy and how to 'be' with others.
Excellence in teaching and learning	<ul style="list-style-type: none"> Implementation of CAFÉ process through school. Implementation of Readers' Workshops through school.

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 create a respectful, productive and supportive relationships throughout the school community.								
IMPROVEMENT INITIATIVE		Positive climate for learning								
STRATEGIC PLAN TARGETS										
12 MONTH TARGETS										
							MONITORING			
									Budget	
									Estimate	YTD
		Principal	<ul style="list-style-type: none"> Leading the creation of an agreed behavioural code and supporting consistency across the school through high expectations of behaviour. Self-regulation will be unpacked modelled and valued and staff supported to do the same in class. Re launching of the TRIBES program to support SWPB. Staff supported to demonstrate how children will be explicitly taught how to “be” with each other and in groups incrementally. Staff supported in classrooms until a working tone is established through the school. Expert teacher release to support positive learning tone in classrooms. Employ extra ES time to support positive learning tone in classrooms. Intensive work to develop tolerance and acceptance of diversity in ability, gender and cultural understanding in the school and with the wider school community. Discussion of the benefits of a ‘focus child’ to model positive behaviours and to facilitate Hattie’s immediate feedback process and to support goal setting amongst the children. Design and purchase of signage. 	● ● ●					.5 Teacher release	
		Teachers	<ul style="list-style-type: none"> Implementing an agreed behavioural code and supporting consistency across the school through high expectations of behaviour. Self-regulation will be unpacked modelled and valued. Re launching of the TRIBES program to support SWPB. Children will be explicitly taught how to “be” with each other and in groups incrementally. There will be intensive work in teaching respect and empathy. This includes the introduction of circle time and the explicit teaching of the TRIBES agreements. Explicitly teaching thinking skills through TRIBES and graphic organisers. Intensive work to develop tolerance and acceptance of diversity in ability, gender and cultural understanding. The gradual implementation of a ‘focus child’ to model positive behaviours and to facilitate Hattie’s immediate feedback process and to support goal setting amongst the children. 	● ● ●						
		ES	<ul style="list-style-type: none"> Provide support for staff and students who require more regulation support. 	● ● ●						



STRATEGIC PLAN GOALS		Development and documentation of agreed and viable curriculum.					
IMPROVEMENT INITIATIVE		Building Practice Excellence					
STRATEGIC PLAN TARGETS							
12 MONTH TARGETS							
						MONITORING	
						Budget	
						Estimate	YTD
		Principal	<ul style="list-style-type: none"> Co-ordinate Professional Development with Literacy Leader in CAFÉ and Reading Workshops. Release Literacy Leader to attend Bastow Leading Literacy. Regular visiting of classrooms to monitor classroom practice to check incorporation of skills. Release Literacy Leader to implement CAFÉ and to model and coach staff. Release additional expert teacher to support Literacy Leader. Regular discussions with Literacy Leader to check on progress. Employ extra ES time to implement CAFÉ strategies with identified children and LLI with those beneath accepted level.. Purchase resources to implement the CAFÉ Program Set time during staff meetings to reflect on CAFÉ to ensure consistency of approach. Work with Literacy Leader to document Reading strategies to form CPS Reading Curriculum. 	● ● ●		.5	
		Literacy Leader	<ul style="list-style-type: none"> Attend Bastow Leading Literacy PD. Monitor that the whole school model of CAFÉ instruction is being implemented through modelling, planning meetings and visiting classrooms in a coaching capacity Develop proforma for reflections of observation and impact on teacher practice Attend data meetings to develop skills in whole school data recording and analysis Use peer observation and feedback to members of their team. Purchase required texts. Lead analysis of data to inform practice and set targets for individual students. Documentation of Reading strategies to form CPS Reading Curriculum. 	● ● ●		\$700	
		Teachers	<ul style="list-style-type: none"> Participate in peer observations and coaching, using reflections from feedback. Document data on GradeXpert keeping careful records of individual progress. Write individual learning plans for those below level Include a Reading improvement goal in PDPs Teachers incorporate Reading strategies implementation in their PDPs 	● ● ●			
		ES	<ul style="list-style-type: none"> Support CAFÉ strategies and language where appropriate in LLI. Support CAFÉ strategies and language in the classroom. 				



STRATEGIC PLAN GOALS		Develop teacher capacity to implement agreed instructional model.					
IMPROVEMENT INITIATIVE		Building Practice Excellence					
STRATEGIC PLAN TARGETS							
12 MONTH TARGETS							
						MONITORING	
						Budget	
						Estimate	YTD
		Principal	<ul style="list-style-type: none"> Co-ordinate Professional Development with Literacy Leader in CAFÉ and Reading Workshops. Regular visiting of classrooms to monitor classroom practice to check incorporation of skills. Release Literacy Leader to implement CAFÉ and to model and coach staff. Release additional expert teacher to support Literacy Leader. Regular discussions with Literacy Leader to check on progress. Set time during staff meetings to reflect on CAFÉ to ensure consistency of approach. 	● ● ●		.5 expert teacher s	
		Literacy Leader	<ul style="list-style-type: none"> Modelling, planning meetings and visiting classrooms in a coaching capacity. Develop professional relationships that enable high level conversations with staff on their practice after observation and feedback. Run data meetings to support data being uploaded on GradeXpert. Lead analysis of data to inform practice and set targets for individual students. 	● ● ●			
		Teachers	<ul style="list-style-type: none"> Participate in peer observations and coaching, using reflections from feedback. Document data on GradeXpert keeping careful records of individual progress. Write individual learning plans for those below level Include a Reading improvement goal in PDPs Teachers incorporate Reading strategies implementation in their PDPs 	● ● ●			



Section 3: Other Improvement Model Dimensions-

STRATEGIC PLAN GOALS										
IMPROVEMENT INITIATIVE										
STRATEGIC PLAN TARGETS										
12 MONTH TARGETS										
					MONITORING					
									Budget	
									Estimate	YTD
			•		•	•	•			



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
Building practice excellence	Building practice excellence	Yes	Select status	
	Curriculum planning and assessment	No	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Building leadership teams	Building leadership teams	Yes	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Empowering students and building school pride	Empowering students and building school pride	No	Select status	
	Setting expectations and promoting inclusion	Yes	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Building communities	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:				

