

# Annual Implementation Plan: for Improving Student Outcomes

School name: Coburg North Primary School

Year: 2017

School number: 4543

Based on strategic plan: 2017-2020

Endorsement:

Principal Helen Zull 29/3/17

Senior Education Improvement Leader Jason Conningsby 29/3/17

School council Kate Copping 29/3/17

## 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	
<ul style="list-style-type: none"> <li>Develop clear expectations and positive respectful relationships across the school community</li> <li>Continue to embed a school wide approach to Teaching, Learning &amp; Assessment practices to improve student outcomes through differentiation across the curriculum</li> </ul>	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Health & wellbeing	✓
		Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	
		Parents & Carers as Partners	✓

**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.

The initiatives 'health & wellbeing' & 'parents/ carers as partners' were chosen due to the results of the Department parent & attitude to school surveys and Merri Community Health survey. REFERENCE RESULTS- 45% of respondents, to the Merri Health survey, believed their child(ren) had been subjected to bullying behaviour. The initiative of 'building practice excellence' and Curriculum planning and assessment' were chosen due to the results of the 'school performance against thresholds' reports, comparison of teacher Judgements to NAPLAN results, and Attitude to School survey. Coburg North did not meet the threshold performance for; '% of students performing at C & above P-6' and '% of students in the top 3 bands, Yr 3 and 5 in NAPLAN Numeracy' for like schools.

**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)
Parents & Carers as partners	<ul style="list-style-type: none"> <li>, To improve the parent input and develop stronger relationships with the parent community through creative and meaningful opportunities</li> </ul>
Health & Wellbeing	<ul style="list-style-type: none"> <li>Investigate &amp; implement school wide framework in regards to mental health and well-being and respectful relationships.</li> </ul>
Curriculum, Planning & Assessment	<ul style="list-style-type: none"> <li>Establish a 21<sup>st</sup> century curriculum framework to improve student engagement and support improved learning outcomes</li> </ul>

<b>Building practice Excellence</b>	<ul style="list-style-type: none"><li>• Development of non-negotiable teaching &amp; learning practises through collaboration, coaching and team work</li></ul>
	<ul style="list-style-type: none"><li>• Improve teacher judgement against curriculum standards to demonstrate a better spread of results for a given cohort</li></ul>
	<ul style="list-style-type: none"><li>• Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students</li></ul>



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.

STRATEGIC PLAN GOALS		Develop clear expectations and positive respectful relationships across the school community						
IMPROVEMENT INITIATIVE		Health and Wellbeing						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> <li>To improve from 5.76 factor mean score (2016 semester 1 school summary report) to 6.0 in Attitudes to School survey; student distress</li> <li>To improve from 5.09 factor mean score (2016 semester 1 school summary report) to 6.0 in Attitudes to School survey; student morale</li> <li>To improve from 4.24 factor mean score (2016 semester 1 school summary report) to 5.0 in Attitudes to School survey; connectedness to peers</li> <li>To improve from 78.73/ 100 (2016) whole school mean score - to 80/ 100 in Staff Opinion survey; trust in students &amp; parents component</li> <li>To improve from 85.22/ 100 (2016) to 87/ 100 in Staff Opinion survey; parent &amp; community Involvement component</li> <li>Reduced unexplained and Parent Choice unauthorised student absences from 8.45% to 6% in 2020</li> </ul>						
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. On Demand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Investigate & implement school wide framework in regards to mental health and well-being and respectful relationships.	Investigate the Kids Matter or other framework to see if it will assist in improving our overall Wellbeing Program. Commence implementation of chosen framework	Welfare Team	Semester 1	Decision made whether to use a framework Creation of Welfare Team		Curriculum planners explicitly reference wellbeing.  There is a common language and understanding of wellbeing at CNPS.		
	Ensure all staff are trained in Restorative Justice	Teaching and ES staff	Semester 1	6 months: Training session booked	● ● ●	Improvement in attitudes to school survey, in the domains: student distress, student morale and connectedness to school, from 2016 results		
				12 months: All teaching staff and ESS trained in Restorative Justice	● ● ●			
	Protective behaviours/ Resilience, Rights & Respectful Relationships curriculum area timetabled into planners F-6	Teaching staff	All year	6 months: Semester 1 planners reference RRRR curriculum	● ● ●	Improvement in attitudes to school survey, in the domains: student distress, student morale and connectedness to school, from 2016 results		
				12 months: Semester 2 planners reference RRRR curriculum	● ● ●			
	Undertake staff professional development with Safe Schools to improve teacher capacity in inclusiveness– PD budget	All staff	Semester 1	6 months: PD undertaken	● ● ●	Non gender specific uniform policy & list Successful engagement of transitioning student Community workshops around inclusiveness for transitioning students		
				12 months: Reduction in unnecessary gender reference in official communications; eg uniform policy, uniform list	● ● ●			
	Create partnerships with Merri Health & other agencies to engage their expertise in strategies for supporting student/ family/ staff wellbeing and mental health	Primary Welfare Officer Integration Coordinator	All year	6 months: Meeting with agencies for review of child safe policies Implementation of Life Skills program P-6	● ● ●	Revamped child safe policies Life Skills program in term 2 specialist program timetable Community workshops around inclusiveness for		
				12 months:	● ● ●			



				Community workshops around inclusiveness for transitioning students student resilience & wellbeing		transitioning students Community workshops around student resilience & wellbeing		
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## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<b>Continue to embed a school wide approach to Teaching, Learning &amp; Assessment practices to improve student outcomes through differentiation across the curriculum</b>						
IMPROVEMENT INITIATIVE		Curriculum Planning & Assessment, Building Practice excellence						
STRATEGIC PLAN TARGETS		<p>To improve from 4.25 factor mean score (2016 sem 1 school summary report) to 4.5 in Attitudes to School survey; student motivation</p> <p>To improve from 3.80 factor mean score (2016 sem 1 school summary report) to 4.0 in Attitudes to School survey; stimulating learning</p> <p>80% of students at each year level will show a positive response to school connectedness, students motivation and stimulating learning in the CN PS attitudes to school survey</p> <p>By 2020, 90% of students at year 3 and yr 5 in NAPLAN data to be at or above expected levels in Literacy &amp; Numeracy</p> <p>Teacher judgement data will show an improvement from 25.8% (2016 sem 1 school summary report) to 27% in Number &amp; Algebra, P-6, for students who perform above standard</p> <p>Teacher judgement data will show an improvement from 36.6% (2016 sem 1 school summary report) to 39% in Reading &amp; Viewing, P-6, for students who perform above standard</p> <p>Teacher judgement data will show an improvement from 20.4.% (2016 sem 1 school summary report) to 23% in Writing, P-6, for students who perform above standard</p> <p>At least 95% of all capable students, at each year level, will demonstrate, at least 12 month added value, based on teacher judgement</p>						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	MONITORING	
							Estimate	YTD
Establish a 21 <sup>st</sup> century curriculum framework to improve student engagement and support improved learning outcomes	Establishment of curriculum teams <u>Humanities, Science &amp; Social capabilities curriculum team</u> Research readings and practice regarding alternative ways of delivering the respective curriculums Devise and deliver action plan for change across the school in the delivery of Humanities, Science and Social Capabilities	Principal  Curriculum team	Term 1 2017	6 months: Curriculum teams established & meeting undertaken Action plan established and documented	● ● ●	Action plan document for implementing change in delivery of Humanities Science and Social Capabilities  Curriculum planning template for Humanities, Science & Social Capabilities		
			All year	12 months: Implementation of action plan Revamped curriculum planning template for Humanities, Science & Social Capabilities	● ● ●			
Development of non-negotiable teaching & learning practises through collaboration, coaching and team work	Establishment of English curriculum team <u>English Curriculum Team</u> Devise and deliver action plan for establishing non-negotiable teaching & learning practices and resources (eg displays, visuals, concrete materials) across P-2 in reading & writing Build teaching staff understanding and capacity in synthetic phonics. Improve teacher understanding and use of the Wentworth spelling inventory  Undertake team sessions with a Literacy coach  Powerful Learning Project; attend workshops and conduct in house PD sessions	Principal  English curriculum team  English curriculum team whole staff  Gr 5/6 & gr 2 teams  LP-SIT & staff	Term 1 2017	6 months: Curriculum teams established & meeting undertaken Action plan for developing non-negotiable teaching & learning practices and resources across P-2 in reading & writing established and documented readings for synthetic phonics Coaching sessions in Literacy undertaken across 2 teams Timetable for PL sessions of SIT and staff pd	● ● ●	Action Plan documentation for instigating consistency in reading & writing across P-2  Coburg North PS English Teaching & Learning protocols document.  Increase in the % of students above expected level, in English and Number & Algebra, from 2016 teacher judgement across all year levels  Consistent approach to ToA; protocols establish in English		
			All year					
			All year					
			Semester 1	12 months: Implementation of action plan Consistent teacher understanding & approach to delivery of reading & writing lessons P-2 Staff PD on synthetic phonics Revised and consistent use of Wentworth spelling inventory Staff PD for PL undertaken	● ● ●			
Improve teacher judgement against	<u>Maths</u> Work with Numeracy coach to revamp assessment schedule and tools	Math team,	All year	6 months: Coaching sessions across teams Revised math assessment schedule	● ● ●	Increase in the % of students above expected level, in English and Number & Algebra, from		



curriculum standards to demonstrate a better spread of results for a given cohort	Revise data tracking documentation	teaching staff, AP	All year	Writing moderation documents	2016 teacher judgement across all year levels		
	<u>English</u> Establishment of writing moderation documents Establish and undertake writing moderation sessions across teams  Undertake team sessions with a Literacy coach	English team, AP, Teaching staff  Gr 5/6 & gr 2 teams		Time tabled writing moderation sessions across teams-meeting schedule  12 months: Revised math assessment schedule and tools across all year levels Established math data tracking documents across year levels		● ● ●	



## Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Develop clear expectations and positive respectful relationships across the school community							
OTHER IMPROVEMENT MODEL DIMENSIONS		Parents & Carers as Partners							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> <li>• 85% of parents (deemed capable) will be utilising Compass as a means of communication</li> <li>• To improve from 78.73/100 (2016 semester 1) to 80/100 in Staff Opinion survey; trust in students &amp; parents</li> <li>• To improve from 85/100 (2016 semester 1) to 87/100 in Staff Opinion survey; parent &amp; community Involvement</li> </ul>							
12 MONTH TARGETS		[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. On Demand data)]							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
						Estimate	YTD		
To improve the parent input and develop stronger relationships with the parent community through creative and meaningful opportunities	Appoint & utilise parent representatives for class communication/ organisation of class & school volunteering: - Expression of interest and appointment of parent volunteer coordinators - Parent representative code of conduct policy & role description - regular liaisons with coordinators prior to events requiring volunteers	Principal class  Volunteer coordinators	2017 term 2	6 months: Parent representative Policy ratified by School Council Appointment of school volunteers coordinator Class volunteer representatives appointed	● ● ●	School Volunteers Coordinator  Parent survey improvement-FIND RELEVANT AREAS			
			Through year	12 months: Minutes of coordinator meeting with principal class Implementation of new avenues for involvement	● ● ●				
	Identification and development of further creative & meaningful opportunities through community held workshops to gather ideas	Volunteer coordinators  Principal class	Term 2 2017	6 months: Workshops held New avenues for parental involvement identified	● ● ●	Increase in parent drive initiatives			
				12 months: New created avenues for parental involvement being utilised	● ● ●				
To investigate and implement best practice for communication strategies within the community	Increase staff visibility and face to face time allowing regular conversation with parents/ care givers	All staff	Through out year	6 months: Parent opinion Survey	● ● ●				
				12 months: Parent opinion Survey	● ● ●				
	Purchase and implement compass modules to enhance communication	AP & staff	Through out year	6 months: Attendance module being used	● ● ●	Compass data			
				12 months: Parent Opinion Survey	● ● ●				



# 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>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<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>Considerations for 2018:</b>				

