

Annual Implementation Plan: for Improving Student Outcomes

School name: University Park PS

Year: 2017

School number: 4945

Based on strategic plan: 2014-2017

Endorsement:

Principal: Andrea Federico

Senior Education Improvement Leader: Jason Smallwood

March 2017

School Council President: Joseph Reivers

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	✓
1. To improve the learning growth and achievement of every student with a focus on Literacy and Numeracy. 2. To improve student engagement by building student voice in their learning. 3. To engage the community in learning. 4. To enhance support for every student to thrive in a safe and stimulating learning environment.	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.

Excellence in teaching and learning:

Building practice excellence-

An evaluation of the literacy and numeracy data, in the School Summary Report, indicated high relative growth data with the exception of writing. There is discrepancy between school student data and teacher judgements. This discrepancy needs to be addressed.

Curriculum Planning and Assessment-

The ongoing development of the School Improvement Team and the building of teacher capacity through professional learning and a whole school coaching approach, will lead to improved curriculum knowledge, feedback, formative assessment and improved moderation to support teacher judgements. The data from assessment tools will provide diagnostic information to inform program planning and resource allocation. The whole school approach to professional learning communities will support the collaboration required to improve student outcomes.

Professional Leadership:



The ongoing development of the School Improvement Team (SIT) and the capacity building of team leaders to lead curriculum development, school data monitoring and assessment. The whole school approach to professional learning communities will support the collaboration required to improve student 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)
Building practice excellence:	<ul style="list-style-type: none"> • Develop, document and implement a whole school guaranteed and viable writing curriculum that includes assessment. • Build the effectiveness and efficacy of every teacher by implementing a research-based instructional classroom delivery model for the teaching of writing P-6 • Build the capacity of staff through a targeted professional learning program specifically focused on the teaching of writing
Curriculum Planning and Assessment:	<ul style="list-style-type: none"> • Develop, document and implement the Victorian Curriculum • Build the effectiveness and efficacy of every teacher by implementing an agreed on and research-based instructional classroom delivery model and instructional practices across the school. • Embed a whole school approach to the use of data and evidence, to track the progress of every student and to inform planning and teaching. • Ensure teachers are effectively using data to make accurate teacher judgements and to utilise the data to differentiate student learning
Professional Leadership:	<ul style="list-style-type: none"> • Develop and extend the role of the SIT to lead school improvement. • Promote a distributive leadership model in order to build Team Leader capacity and accountability • Continue to build leadership capacity to develop a consistent approach to improving literacy and numeracy outcomes across the 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	<ul style="list-style-type: none"> To improve the learning growth and achievement of every student with a focus on Literacy and Numeracy. To improve student engagement by building student voice in their learning. To engage the community in learning Enhance support for every student to thrive in a safe and stimulating learning environment.
IMPROVEMENT INITIATIVE STRATEGIC PLAN TARGETS	<p>Excellence in teaching and Learning</p> <ol style="list-style-type: none"> Increase the percentage of students achieving high growth on NAPLAN relative growth reports Increase the proportion of students in the two top NAPLAN bands Average attendance rate for all year levels to be above 95% (Performance Summary data)
12 MONTH TARGETS	<p>NUMERACY Relative Growth Numeracy NAPLAN Percentage of students achieving high growth on NAPLAN Numeracy relative growth reports to be above 25% (35%) and percentage of students achieving low growth to be below 25%. (20%) Numeracy NAPLAN Bands Increase the proportion of students in the two top NAPLAN bands: Year 3: Top 2 bands total: 30% Year 5: Top 2 bands total: 45%</p> <p>READING Relative Growth Reading NAPLAN Percentage of students achieving high growth in NAPLAN Reading to be above 25% and percentage of students achieving low growth to be below 25%. Reading NAPLAN Bands Increase the proportion of students in the two top NAPLAN bands: Year 3: Top 2 bands total: 30% Year 5: Top 2 bands total: 45 %</p> <p>WRITING Relative Growth Writing NAPLAN Percentage of students achieving high growth on NAPLAN Writing to be above 25% and percentage of students achieving low growth to be below 25%. Writing NAPLAN Bands Increase the proportion of students in the two top NAPLAN bands: Year 3: Top 2 bands total: 20% Year 5: Top 2 bands total: 40%</p> <p>STUDENT ATTITUDES TO SCHOOL Teaching and Learning = All mean factor scores for Teaching and Learning to be above State level (Attitudes to School Survey, Years 5&6). Teacher Effectiveness = The mean factor score to be above State level (Attitudes to School Survey, Years 5&6). (State at 4.38, UPPS at 4.33 2016 data) The mean factor score to be above State level for females (Attitudes to School Survey, Years 5&6). The mean factor score to be above State level for Boys (Attitudes to School Survey, Years 5&6). Learning Confidence = The mean factor score for Learning Confidence to continue to be above State level (Attitudes to School Survey, Years 5&6). (State at 4.13, UPPS at 4.16 2016 data) Stimulating Learning = The mean factor score for Stimulating Learning to continue to be above State level (Attitudes to School Survey, Years 5&6).</p> <p>PARENTS OPINION SURVEY - Transitions Transitions = The mean factor score for Transitions on the Parent Opinion Survey to be above State level. Social Skills = The mean factor score for Social Skills on the Parent Opinion Survey to be above State level.</p> <p>STAFF OPINION Guaranteed and Viable Curriculum - Writing approach</p>



Teacher Collaboration - Staff Opinion Survey percentage endorsement (Principal/teacher) for the indicator of teacher collaboration to continue to be at or above 75%.
Collective Focus on Student Learning - Staff Opinion Survey percentage endorsement (Principal/teacher) for the component of 'collective focus on student learning' to continue to be at or above the State.
Homework & Practice - Staff Opinion Survey percentage endorsement (Principal/teacher) for the indicator of Homework and Practice to be at or above 70%.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Excellence in teaching and learning - Building practice excellence	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Build the capacity of staff through a targeted professional learning program specifically focused on the teaching of writing	To deliver professional development for all staff for the Big Write instructional program Observations of classrooms on a regular basis, to view implementation of the VCOP and Big Write instructional program	Andrell Education (Big Write & VCOP program) - ongoing Teacher staff meetings, SIT	Week 3, Term 1 Term 3 TBA Terms 1,2,3,4	6 months: Planning documents reflect the learning from the Professional Learning Team leaders to facilitate discussions and record minutes to share with the Literacy team, based on staff understandings, questions and concerns 12 months: Planning documents reflect the learning from the Professional Learning All writing instructional practices consistent across all grades, including specialists		VCOP and Big Write are in all documents across teams. Timetable reflects whole school commitment to the recommended writing approach Whole school attendance at Term 1 Curriculum Day Writing PL Documented peer observations and feedback for all teachers re VCOP Student growth in writing evident in staff performance reviews Whole school attendance at Term 3 Curriculum Day Writing PL	\$4000	\$4000
Develop, document and implement a whole school guaranteed and viable writing curriculum that includes assessment.	For staff to implement the 2017 Writing Scope and Sequence, including assessment tasks	SIT Team Leaders All staff	Throughout 2017 Ongoing	6 months: Consistent VCOP instructional practice across all grades, including specialists. Consistent Big Write instructional practice across all grades 12 months: Implementation and monitoring of assessment tasks, consistent across the school, and in line with the Writing Scope and Sequence. SIT and Team leaders to evaluate and modify the Writing Scope and Sequence throughout the year		Consistent writing approach from Foundation to Year 6 VCOP wall established in every classroom Students utilising the VCOP wall in daily practice Staff using Big Write Assessment guide linked to the Victorian Curriculum Increase in the number of students in each year level operating at an A or a B with regard to teacher judgement.		
Build the effectiveness	Strategic implementation of the Big Write	Team	Ongoing	6 months:				

and efficacy of every teacher by implementing a research-based instructional classroom delivery model for the teaching of writing P-6	instructional program, that links Curriculum, Instruction and Assessment.	Leaders Literacy Team All staff Andrell Education	Ongoing	Daily planners to reflect links between the Victorian Curriculum and the Big Write instructional program	VCOP walls evident in every classroom. VCOP sessions conducted in line with whole school timetable.	\$6000	
	Implementation supported by internal and external professional development for all staff and reflection and review within PLTs			UPPS whole school timetable and Teacher Prescriptive timetables to reflect the VCOP and Big Write expectations	Curriculum Day resources utilised in classrooms	\$4000	\$3000
				12 months: All staff implementing VCOP and Big Write curriculum weekly	Writing planners to reflect links between the Victorian Curriculum and the Big Write instructional program All students showing 9 months growth for 9 months explicit teaching of writing.		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To improve the learning growth and achievement of every student with a focus on Literacy and Numeracy. To improve student engagement by building student voice in their learning. To engage the community in learning Enhance support for every student to thrive in a safe and stimulating learning environment.
IMPROVEMENT INITIATIVE	Curriculum planning and assessment
STRATEGIC PLAN TARGETS	<ol style="list-style-type: none"> Increase the percentage of students achieving high growth on NAPLAN relative growth reports Increase the proportion of students in the two top NAPLAN bands 20% of students working above the expected level in literacy and numeracy F-6 for teacher judgements against AusVELS Every child achieving a 0.4 effect size growth in all AusVELS areas and school based assessment Every child with funding or additional support achieving growth through documented ILPs High levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff).
12 MONTH TARGETS	<p>NUMERACY Relative Growth Numeracy NAPLAN Percentage of students achieving high growth on NAPLAN Numeracy relative growth reports to be above 25% (35%) and percentage of students achieving low growth to be below 25%. (20%) Numeracy NAPLAN Bands Increase the proportion of students in the two top NAPLAN bands: Year 3: Top 2 bands total: 30% Year 5: Top 2 bands total: 45%</p> <p>READING Relative Growth Reading NAPLAN Percentage of students achieving high growth on NAPLAN Reading to be above 25% and percentage of students achieving low growth to be below 25%. Reading NAPLAN Bands Increase the proportion of students in the two top NAPLAN bands: Year 3: Top 2 bands total: 30% Year 5: Top 2 bands total: 45 %</p> <p>WRITING Relative Growth Writing NAPLAN Percentage of students achieving high growth on NAPLAN Writing to be above 25% and percentage of students achieving low growth to be below 25%.</p>



Writing NAPLAN Bands
 Increase the proportion of students in the two top NAPLAN bands: Year 3: Top 2 bands total: 20% Year 5: Top 2 bands total: 40%

STUDENT ATTITUDES TO SCHOOL
Teaching and Learning = All mean factor scores for Teaching and Learning to be above State level (Attitudes to School Survey, Years 5&6).
Teacher Effectiveness = The mean factor score to be above State level (Attitudes to School Survey, Years 5&6). (State at 4.38, UPPS at 4.33 2016 data)
 The mean factor score to be above State level for females (Attitudes to School Survey, Years 5&6).
 The mean factor score to be above State level for Boys (Attitudes to School Survey, Years 5&6).
Learning Confidence = The mean factor score for Learning Confidence to continue to be above State level (Attitudes to School Survey, Years 5&6). (State at 4.13, UPPS at 4.16 2016 data)
Stimulating Learning = The mean factor score for Stimulating Learning to continue to be above State level (Attitudes to School Survey, Years 5&6).

PARENTS OPINION SURVEY - Transitions
 Transitions = The mean factor score for Transitions on the Parent Opinion Survey to be above State level.
 Social Skills = The mean factor score for Social Skills on the Parent Opinion Survey to be above State level.

STAFF OPINION
Guaranteed and Viable Curriculum - Writing approach
Teacher Collaboration - Staff Opinion Survey percentage endorsement (Principal/teacher) for the indicator of teacher collaboration to continue to be at or above 75%.
Collective Focus on Student Learning - Staff Opinion Survey percentage endorsement (Principal/teacher) for the component of 'collective focus on student learning' to continue to be at or above the State.
Homework & Practice - Staff Opinion Survey percentage endorsement (Principal/teacher) for the indicator of Homework and Practice to be at or above 70%.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Excellence in teaching and learning - Curriculum Planning and Assessment	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
<ul style="list-style-type: none"> Develop, document and implement the Victorian Curriculum 	Literacy: Continue to implement the whole school literacy curriculum, aligned with the Reading, Writing & Spelling Scope and Sequences, Reading Comprehension Overview and the Big Write program documents. Alignment of Literacy planning documents with the Victorian Curriculum.	All teaching staff Classroom Teachers Literacy Team	Ongoing	6 months: Daily planners to reflect links between the Victorian Curriculum and the UPPS scope and sequences Evidence of the new Spelling Scope and Sequence implemented within the literacy program		Planning documents reflect the Victorian Curriculum. UPPS scope and sequences used consistently during planning sessions. Planning documents reflect explicit teaching of spelling.		
				12 months: Daily planners to reflect links between the Victorian Curriculum and the UPPS scope and sequences		Spelling tests are conducted in accordance with the whole school assessment schedule and show evidence of growth.		



				Evidence of the new Spelling Scope and Sequence implemented within the literacy program (LSCWC and 'Have a go' lists for data and in planning documents)		Spelling activities reflect WMR English & Literacy Common Practices and Expectations		
	<p>Numeracy: Whole school approach to develop a scope and sequence using the Victorian Curriculum.</p> <p>Continue to implement the whole school numeracy curriculum, aligned with the essential learning documents.</p> <p>Continue to collect, refine and implement common assessment tasks F - 6.</p> <p>Alignment of Numeracy planning documents F - 6.</p>	<p>All teaching staff and Numeracy Consultant</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Numeracy Learning Leaders & Numeracy Consultant</p>		<p>6 months: Planning documents to include the Victorian Curriculum and reflect the essential learning documents developed.</p> <p>Staff to access common assessment tasks for assessment purposes.</p> <p>Planning documents will reflect a sequence of learning from F - 6.</p>		<p>All staff using planners that reflect the Victorian Curriculum and U.P.P.S essential learnings.</p> <p>All staff using Common Assessment Tasks for pre-and post-assessment.</p> <p>U.P.P.S Numeracy Yearly Overviews are used in Numeracy PLT meetings to map out term curriculum.</p>	\$35,000	\$6300
				<p>12 months: Planning documents to include the Victorian Curriculum and reflect the essential learning documents developed.</p> <p>Staff to access common assessment tasks for assessment purposes.</p> <p>Planning documents will reflect a sequence of learning from F - 6.</p>		<p>All planning documents to be saved to Staff Drive as PDF documents.</p> <p>Google Planning documents and accompanying Google Slides to be saved in easy to access and navigate folders on Google Drive.</p> <p>U.P.P.S Numeracy term planners to reflect a sequence of learning from F - 6 along with dimension planners.</p>		
<ul style="list-style-type: none"> Build the effectiveness and efficacy of every teacher by implementing an agreed on and research-based instructional classroom delivery model and instructional practices across the school. 	<p>Literacy Continue to use the WMR model for instruction and the English & Literacy Common Practices and expectations (F-10)</p> <p>Underpin instruction by implementing the Classroom Instruction that Works strategies</p> <p>Continue to use the P-2 & 3-6 Structure of the Reading Hour outline to ensure consistency in instructional practice</p>	All staff	Ongoing	<p>6 months: Daily planners and classroom environments reflect the literacy common practices and expectations</p> <p>Use of Learning Intentions and Success Criteria with students in the classroom and evident in planning documents</p> <p>Evidence of discussions & learning about mindsets, effort and feedback in all classrooms (visuals evident in the classroom and through teacher comments with students)</p>		<p>Use of WMR English and Literacy Common Practices and Expectations (F-10) during team planning.</p> <p>Planning documents reflect Learning Intentions and Success Criteria</p> <p>Classroom displays reflect growth mindset and effort charts.</p>		
	<p>Enlist the support of a Speech Pathologist to build the capacity of P-2 staff via a coaching model (piloted in 2014) during the Reading block.</p>	P-2 staff Speech Pathologist	From Term 2 2017	<p>12 months: As Above - Ongoing</p>			\$18000	
	<p>Numeracy: To continue to use the WMR Common Practices and expectations (F-10) model of classroom instruction to deliver numeracy curriculum.</p>	Classroom Teachers	Ongoing 2017	<p>6 months: All teaching staff will know and use the WMR Common Practices and expectations (F-10) model of classroom instruction for numeracy.</p> <p>Staff will attend Professional learning as developed</p>		<p>Planning documents to show Learning Intentions and Success Criteria. Differentiation to be evident in planning documents.</p> <p>Evidence of students using resources in the</p>	\$2500	



	Deliver on-going professional development on a needs basis to all teaching staff.			by the Numeracy Learning Leader and Numeracy Consultant.		classroom to aid their learning.		
	Coaching of staff on a needs basis.	Numeracy Learning Leaders & Numeracy Consultant	Ongoing 2017	12 months: All teaching staff will be proficient when using the WMR Common Practices and expectations (F-10) model of classroom instruction for numeracy.		Evident in attendance and use of professional learning in teaching practice.		
	Learning walks to provide/receive feedback teaching practice.	Numeracy Learning Leaders & Numeracy Consultant	Ongoing 2017	Staff will have improved knowledge and practice as a result of the Professional learning provided by the Numeracy Learning Leader and Numeracy Consultant.		Provide a school timetable that will allow teacher release for planning, PLT sessions, classroom observations and professional learning.		
		Leadership /teaching staff.	Once per term 2017			Peer observation and coaching feedback documents show evidence of consistent delivery of instructional practices in Numeracy.		
						Whole school professional learning in Numeracy will be evident on the meeting grid each term.		
<ul style="list-style-type: none"> Embed a whole school approach to the use of data and evidence, to track the progress of every student and inform action. 	<p>Literacy Continue to collect, refine and implement common assessment tasks of Fountas and Pinnell and Running Records.</p> <p>Ensure that F&P and Running Records are implemented and data collated to the school spreadsheet within the expected timeline</p>	All staff	Ongoing	<p>6 months: Review the data collated on google drive in the whole school spreadsheet</p> <p>Collation of PRP data (mid cycle) to show growth within reading</p> <p>Refer 'at risk' students to the literacy intervention program</p>		<p>Fountas & Pinnell benchmarking data will be evident on SPA.</p> <p>Student data will be presented during PRP reviews (mid cycle).</p> <p>Participation of students at risk in Levelled Literacy Intervention.</p> <p>Anecdotal notes and data for all students in Levelled Literacy Intervention will be documented</p>	\$2170	
	Continue to support teaching staff with the Levelled Literacy Program via intervention and assessment collaboration	P-6 1.0 staff		<p>12 months: Review the data collated on google drive in the whole school spreadsheet</p> <p>Collation of PRP data (end of cycle) to show growth within reading</p> <p>Refer 'at risk' students to the literacy intervention program</p>		<p>Fountas & Pinnell benchmarking data will be evident on SPA.</p> <p>Levelled Literacy Intervention data will be forwarded to classroom teachers.</p>	\$108,000	
	<p>Numeracy: Use of the Mathematics Online Interview, On Demand Testing, Common Assessment Tasks (Pre & Post Testing), Cross Checkers and student self-assessment to inform planning, teaching practice and reporting.</p> <p>Use of data sets to identify point of need</p>	Classroom Teachers	According to the Assessment schedule.	<p>6 months: All staff will have used the assessment tools provided for numeracy data collection.</p> <p>Staff will have planning documents that are a result of data collection to inform teaching.</p>		<p>Data to be used as an integral part of Numeracy PLTs in planning curriculum to meet student needs.</p> <p>Data used to allow for the planning of differentiation in lessons to meet student point of need.</p>	\$495	
			Ongoing	PLC's will be minuted to reflect the discussion of				



	<p>for intervention. (What I Need groups)</p> <p>Continue to use data to inform PLC's.</p> <p>Ensure that teachers and students set ongoing individual learning goals that are visible and utilised.</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers/Students</p>	<p>2017</p> <p>Ongoing 2017</p> <p>Ongoing 2017</p>	<p>student data.</p> <p>Student learning goals (STAR) will be visible, accessible and changed on a regular basis.</p> <p>12 months: All staff will be more proficient with the use, delivery and analysis of the assessment tools provided for numeracy data collection.</p> <p>Planning documentation will reflect cohort data.</p> <p>PLC's will be minuted to reflect the discussion of student data.</p> <p>Student learning goals (STAR) will be visible, accessible and changed on a regular basis in every classroom across the school.</p>	<p>Minutes to be saved on Google drive.</p> <p>Student learning goals to be displayed in easily accessible and prominent place in classrooms and adjusted regularly, in conversation with students.</p> <p>Evident in PLC conversation and planning meetings.</p> <p>Reflected in differentiation in the classroom.</p> <p>Minutes to be saved on Google drive</p> <p>Student achievements to be documented and visible in the classroom.</p>		
<p>• Ensure teachers are effectively using data to make accurate teacher judgements and to utilise the data to differentiate student learning</p>	<p>Literacy Ensure every student has a reading goal that is regularly revised and targeted at the student's current learning needs</p> <p>Ensure that all students on levelled texts receive regular guided reading sessions and data is collected to guide future learning</p> <p>Continue to discuss data and relevant research regularly with your PLT, to inform teaching and learning</p>	All staff	Ongoing	<p>6 months: Student reading goal book are consistent with school expectations</p> <p>Teacher conference notes to reflect progression of reading goals</p> <p>Anecdotal notes of guided reading sessions, fluid movement within groups that reflects current students' needs</p> <p>Schedule regular PLT meetings to discuss data, minutes to reflect discussions</p> <p>12 months: As above - ongoing</p>	<p>All students will have a reading goal book.</p> <p>Reading goals will be visible in the classroom.</p> <p>Differentiated diamonds will reflect needs based learning groups.</p> <p>Minutes of PLT meeting will be documented.</p> <p>Evident in minutes kept and saved to Google Docs.</p>	\$2583	
	<p>Numeracy: Develop capacity and provide opportunity for staff to triangulate data in numeracy.</p> <p>As a team plan for differentiation using data.</p> <p>Provide time for teachers to meet across cohorts to ensure that their judgements are accurate.</p>	<p>Numeracy Learning Leaders & Numeracy Consultant</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>Prior to writing of Sem 1 & Sem 2 student reports.</p> <p>Ongoing 2017</p> <p>A minimum of once a term.</p>	<p>6 months: Teacher gathered (Mathematics Online Interview) and formalised testing (On Demand) data sets reflects consistency.</p> <p>Differentiation evident in planning documents.</p> <p>12 months: Teacher gathered (Mathematics Online Interview) and formalised testing (On Demand) data sets reflects consistency.</p> <p>Differentiation evident in planning documents.</p>	<p>Teachers to use a variety of data and discuss data within PLTs to accurately report on student progress.</p> <p>Flexible student groupings based on point of need.</p> <p>Teachers will be confident when presenting data as a measurement of success. (e.g. PRP's)</p> <p>Teacher judgments will be aligned with other data sources.</p>		



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To improve the learning growth and achievement of every student with a focus on Literacy and Numeracy. To improve student engagement by building student voice in their learning. To engage the community in learning Enhance support for every student to thrive in a safe and stimulating learning environment. 							
IMPROVEMENT INITIATIVE	Professional Leadership							
STRATEGIC PLAN TARGETS	<ol style="list-style-type: none"> High levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff). Improve teaching and learning variable means for the Attitudes to School Survey. 							
12 MONTH TARGETS	For the Staff Opinion Survey percentage endorsement (Principal/Teacher) for the 'School Leadership' module to be at or above 80% for the following components: <ul style="list-style-type: none"> Leading Change Cultural Leadership Intellectual Stimulation Instructional Leadership Leaders' Support for Change 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
					● ● ●		Estimate	YTD
Professional Leadership	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Building the capacity of Leaders within our Leadership Teams				12 months:	● ● ●			
<ul style="list-style-type: none"> Develop and extend the role of the SIT to lead school improvement. 	<ul style="list-style-type: none"> Ensure that SIT meetings are held regularly Utilise a Cloud platform to ensure/promote collective efficacy, consistent practices and professional learning. Continue to develop the Learning Leaders profile and capacity within the school. Provision of appropriate Leadership Professional Learning opportunities 			6 months: <ul style="list-style-type: none"> SIT members attendance at meetings SIT members collaboration and participation ie: input and rich discussion SIT members actively involved in the collaboration of school documentation and planning using the Google platform Learning Leaders working collaboratively with Team Leaders and Teaching staff to improve student outcomes Learning Leaders modelling good practice to improve student outcomes Monitoring of school documentation and action plans to ensure goals/targets are on track Attendance at and participation in PL for 		<ul style="list-style-type: none"> Initiation of Review Process School Reviewer appointed Completion of school self-evaluation <ul style="list-style-type: none"> Completion of specific PL for aspiring Leaders, as targeted 	\$2600	



				aspiring Leaders			+ \$1800	
				<p>12 months:</p> <ul style="list-style-type: none"> SIT collaboration and participation ie: input and rich discussion The completion of school documentation and planning by SIT members, using the Google platform Review and/or redevelopment of school documentation and action plans in order to track progress <ul style="list-style-type: none"> Learning Leaders continuing to work collaboratively with Team Leaders and Teaching staff to improve student outcomes and monitor student growth Learning Leaders continuing to model good practice to improve student outcomes 		<ul style="list-style-type: none"> Implemented AIP led by SIT members and evaluated by SIT at end of year. Completed Review Process Completed Strategic Plan for 2018-2021 All VRQA requirements met. <p>Staff Opinion Survey percentage endorsement (Principal/teacher) for the 'School Leadership' module to be at or above 80% for the following components:</p> <ul style="list-style-type: none"> Leading Change Cultural Leadership Intellectual Stimulation Instructional Leadership Leaders' Support for Change 		
<ul style="list-style-type: none"> Promote a distributive leadership model in order to build Team Leader capacity and accountability 	<ul style="list-style-type: none"> Ensure that Team Leader meetings are held regularly Utilise a Cloud platform to ensure/promote collective efficacy, consistent practices and professional learning. <ul style="list-style-type: none"> Continue to develop the Team Leaders profile and capacity within the school and within the teams. 			<p>6 months:</p> <ul style="list-style-type: none"> The completion of school planning documentation by teams, using the UPPS templates and the Google platform <p>12 months:</p> <ul style="list-style-type: none"> Team Leaders continuing to work collaboratively within their teams to improve student outcomes and monitor student growth Team Leaders continuing to work collaboratively within their teams to improve student outcomes and monitor student growth Team Leaders continuing to model good practice to improve student outcomes 		<ul style="list-style-type: none"> A reduction in the percentage of students working below the expected level against the Victorian Curriculum standards F-6 		
						<p>A reduction in the percentage of students working below the expected level against the Victorian Curriculum standards F-6</p> <p>Improvements in student outcomes at the Team level, as documented by teams via the following data:</p> <ul style="list-style-type: none"> SPA Performance Reviews Data Walls 		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive climate for learning and Health and wellbeing						
STRATEGIC PLAN TARGETS		<ol style="list-style-type: none"> High levels of teacher engagement as demonstrated in the new staff survey modules Average attendance rate for all year levels to be above 95% (Performance Summary data) Student Attitudes to School survey variables, e.g. student morale, school connectedness and the student relationship variables (peer connectedness, classroom behaviour and student safety) 						
12 MONTH TARGETS		<p>STUDENT ATTITUDES TO SCHOOL Teaching and Learning = All mean factor scores for Teaching and Learning to be above State level (Attitudes to School Survey, Years 5&6). Teacher Effectiveness = The mean factor score to be above State level (Attitudes to School Survey, Years 5&6). (State at 4.38, UPPS at 4.33 2016 data) The mean factor score to be above State level for females (Attitudes to School Survey, Years 5&6). The mean factor score to be above State level for Boys (Attitudes to School Survey, Years 5&6). Learning Confidence = The mean factor score for Learning Confidence to continue to be above State level (Attitudes to School Survey, Years 5&6). (State at 4.13, UPPS at 4.16 2016 data) Stimulating Learning = The mean factor score for Stimulating Learning to continue to be above State level (Attitudes to School Survey, Years 5&6).</p> <p>PARENTS OPINION SURVEY - Transitions Transitions = The mean factor score for Transitions on the Parent Opinion Survey to be above State level. Social Skills = The mean factor score for Social Skills on the Parent Opinion Survey to be above State level.</p> <p>STAFF OPINION Teacher Collaboration - Staff Opinion Survey percentage endorsement (Principal/teacher) for the indicator of teacher collaboration to continue to be at or above 75%. Collective Focus on Student Learning - Staff Opinion Survey percentage endorsement (Principal/teacher) for the component of 'collective focus on student learning' to continue to be at or above the State.</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
To improve 'attendance' from Prep-Year 6	To improve transition at the beginning and throughout the year, staff will be well informed of incoming and transitioning students via the following: <ul style="list-style-type: none"> Improved communication between 	Administration	Ongoing - particular attention at start and end of the	6 months: <ul style="list-style-type: none"> Students are well prepared for the next stage in their education. Students are well supported when they start back at school. Students are well prepared for the next stage of schooling by the end of the previous year. 		<ul style="list-style-type: none"> Improved attendance data at the beginning of the school year (returning students). Increased usage of tiqbiz absence notification by Parents. Positive student engagement at the beginning of the school year, based on 	\$2000	\$450 + \$500



	<p>Administration and Classroom Teachers</p> <ul style="list-style-type: none"> Improved communication between UPPS and feeder schools/pre-schools Improved communication between Administration and parents ie: via Newsletter, tiqbiz and website, as well as less formal communication modes. 	All Staff	school year	<ul style="list-style-type: none"> Parents are prepared for their child's learning. Parents are responsive to school requests/requirements. Parent attendance at school events. 		<p>anecdotal notes and observations (as actual summative data unavailable).</p> <ul style="list-style-type: none"> Student learning progress in the first Semester of the school year, based on summative data. A reduction in the percentage of students working below the expected level. 		
	<ul style="list-style-type: none"> Review and drafting of updated Attendance Policy and Processes 			<p>12 months:</p> <ul style="list-style-type: none"> Students are well prepared for the next stage of schooling by the end of the year. Parents are informed of school events and requirements for the future/upcoming year. <ul style="list-style-type: none"> Alignment of UPPS Attendance Policy with DE&T Attendance Guidelines. 		<ul style="list-style-type: none"> Improved attendance data throughout the year, evidenced on a Term by Term basis. The mean factor score to be above State level for females (Attitudes to School Survey, Years 5&6). The mean factor score to be above State level for Boys (Attitudes to School Survey, Years 5&6). The mean factor score for Stimulating Learning to continue to be above State level (Attitudes to School Survey, Years 5&6). Updated UPPS Attendance Policy ratified by School Council and implemented. 		
To improve the social skills of students, particularly in the early years.	To improve social skills amongst the student body at the beginning and throughout the year via the following: <ul style="list-style-type: none"> Targeted lessons in Foundation Integrated lessons via Health Education and Bluearth Targeted Better Buddy sessions and ongoing practices A Restorative Approach to managing incidents in the schoolyard and classrooms consistently practised 	<p>Prep Team Teaching Staff</p> <p>All Staff</p> <p>All Staff</p>		<p>6 months:</p> <ul style="list-style-type: none"> Students are well supported when they start back at school. Students are well prepared for dealing with incidents amongst peers. Students follow school processes appropriately. 		<ul style="list-style-type: none"> Progress reported/documentd during Performance Reviews regarding focus on Social Skills aspect of the Curriculum in Foundation based on data collated. <ul style="list-style-type: none"> A reduction in the percentage of students involved in incidents requiring teacher/leadership intervention. 		
				<p>12 months:</p> <ul style="list-style-type: none"> Students demonstrate skill in dealing with incidents amongst peers Students demonstrate knowledge and understanding of school processes 		<ul style="list-style-type: none"> The mean factor score for Social Skills on the Parent Opinion Survey to be above State level. A reduction in the percentage of students involved in incidents requiring teacher/leadership intervention. 		



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,	Select	Select status	



	services and agencies			
	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:				