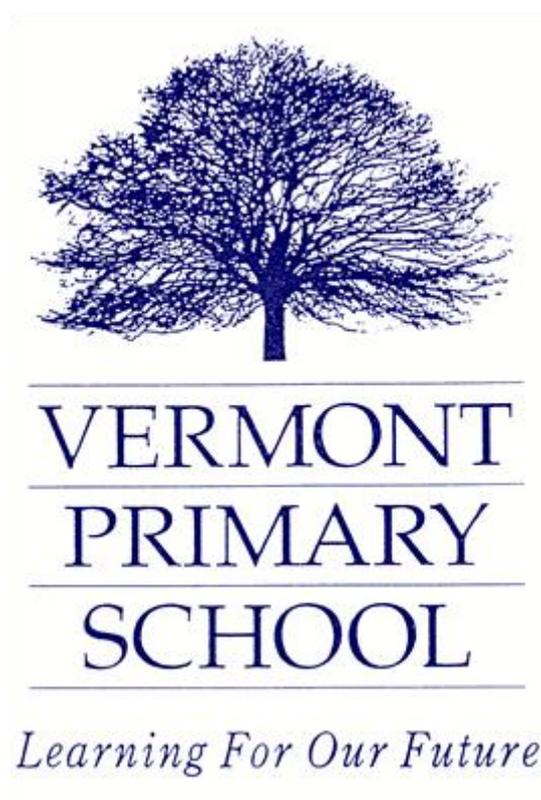


# 2019 Annual Implementation Plan

## for improving student outcomes

Vermont Primary School (1022)



Submitted for review by Helen Murphy (School Principal) on 14 December, 2018 at 01:34 PM  
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 18 December, 2018 at 01:16 PM  
Endorsed by Sharon Govenlock (School Council President) on 18 December, 2018 at 05:25 PM

## Goals - Define Actions, Outcomes and Activities

<b>Goal 1</b>	Student Achievement - To optimise the learning growth of every student in core curriculum within a culture of high expectations.
<b>12 Month Target 1.1</b>	<p>Teacher Judgements: All students deemed capable to achieve at least one year's growth for one year's learning with a focus on Literacy - Writing.</p> <p>To increase the proportion of students achieving above expected standard measured against the Victorian Curriculum Literacy - Writing.</p> <p>Current Achievements Percentages</p> <p>Writing 2017 - 37% 2018 - 37%</p> <p>NAPLAN To decrease the percentage of students in the low category of relative gain in NAPLAN from:</p> <p>Reading 2018 - 18.99%</p> <p>Writing 2018 - 13.58%</p> <p>Grammar and Punctuation 2018 - 26.25%</p> <p>Spelling 2018 - 8.75%</p> <p>Number and Algebra 2018 - 11.39%</p> <p>School Staff Survey Increase the School Staff Survey In: Teacher Collaboration 2017 - 86.71%</p>

	<p>2018 - 88.16%</p> <p>Academic Emphasis</p> <p>2017 - 85.90%</p> <p>2018 - 83.13%</p>
<b>KIS 1</b> Building practice excellence	Build teacher capacity for high quality instructional practice that has high impact on student progress.
<b>Actions</b>	<p>Implement and utilise the Pedagogical Model to improve teacher practice and capabilities.</p> <p>Participation in the University of Melbourne Network of Schools (2nd Year) working with critical friend Ann Korab to enhance teacher capacity to evaluate and teach Writing.</p> <p>Provide professional learning to all staff in Writing using resources such as Seven Steps to Writing, 6 Traits of Writing Writer's Notebook, RWI.</p> <p>Participation in the Primary Mathematics Specialist Program - 2nd Year with a focus on coaching to improve teacher capacity.</p> <p>Introduce a timetable and framework to provide time for PLCs to meet with a focus on student data analysis, collaboration and improving individual student outcomes.</p> <p>Rigorous analysis of student achievement data to inform a sequential curriculum plan and Individual Learning Improvement Plans.</p> <p>Design and use a brand new reporting format to parents using the achievement standards as a checklist and measured against a 5 point scale.</p> <p>EAL Specialist to support staff to use the EAL continuum of learning to assess student performance and target student learning needs.</p> <p>Enhance all combinations of feedback between students, parents, teachers and the community.</p> <p>Register CUST Training for all relevant staff - Cultural Understanding and Safety Training.</p> <p>Complete Learning Walks to gather data to identify an area of focus or measure the impact of change to reach improved outcomes.</p>
<b>Outcomes</b>	<p>Students will:</p> <p>Be engaged and motivated in their learning.</p> <p>Discuss their learning in relation to their personal learning goals.</p> <p>Articulate their learning Goals in Writing.</p> <p>Give feedback to teachers on their teaching and learning.</p> <p>Teachers will:</p>

	<p>Based on student achievement data, teachers adjust the pace within lessons and the pace students move along the continuum. Contribute in PLC meetings and reflect on practice in relation to the Pedagogical Model. Be more consistent with their teacher judgements and cross level moderation. Track student growth, cohort comparison, goal setting, formative and summative assessment in a cohesive and collective way. Have a PDP goal that links to this KIS in their PDP. Support and use the implementation of a data wall in the area of writing. Undertake at least three moderation activities during the semester.</p> <p>Leaders will: Attend and provide professional learning for teachers to enhance their practice, using a coaching model. Complete walk through and observations, discussing the learning goals with the students and reflecting on the learning narrative. Create and use a Data Wall to drive PLCs. Monitor evidence of Data made available when observing collaborative planning sessions for each Year Level.</p> <p>Parents will: Parents and carers supporting and enhancing their child's learning using the resources and professional learning opportunities provided by VPS.</p> <p>SEIL will: Use available data to analyse and interpret school performance indicators in order to assist schools undertake a robust self-evaluation. Assist schools to evaluate the impact of their school improvement strategies on student outcomes. Continue to support the school through the use of DET resources.</p>
<p><b>Success Indicators</b></p>	<p>NAPLAN, PAT, Teacher Judgements (including growth data) and the School Staff Survey will be used as data. This data will be used to measure growth in comparison to the 2018 data. Formal moderation will take place each semester with a whole school writing task, using a Rubric based on the NAPLAN criteria as a measurement tool. Teacher general observations of student performance and learning behaviours will be recorded in their individual PDP. Teachers will include a goal related to building their capacity to increase student outcomes in their PDP and this reflection will be used as evidence.</p> <p>Students will: Display greater time and engagement in Writing tasks Be able to articulate what they are doing and why they are doing it.</p>

	<p>Teachers will:  Display Learning Intensions and success indicators that is consistent across the school.  Link planning to teaching and learning.  Share responsibility for planning and learning.  Contribute to PLC meetings to enhance practice and achieve student outcomes.</p> <p>School Leaders will:  Have high impact teaching strategies occurring throughout the school.  Observe best practice.  Have researched based implements made across the school.</p>
<b>Goal 2</b>	Wellbeing - To strengthen relationships across the school community.
<b>12 Month Target 2.1</b>	<p>To improve the Attitudes to School Survey, Year 5 and 6 scores in:  Peer Connectedness  2018 – 43.3</p> <p>To improve the School Staff Survey climate factors in:  Shielding and Buffering  2018 – 88.70</p> <p>Teaching Collaboration  2018 – 88.16</p> <p>Academic Emphasis  2018 – 83.13</p>
<b>KIS 1</b> Health and wellbeing	Fully establish and embed a whole school research-based approach to student wellbeing.
<b>Actions</b>	<p>To implement the Resilience Project across the whole school community.  Professional Learning for teachers, students and the community in building resilience through gratitude empathy and mindfulness.  Further enhance the wellbeing curriculum using the Resilience Project resources, development of lesson plans and units of work.  Formalise and enhance student voice and agency using a common vocabulary across the school in consultation with the students.  Work with the Student Leaders to build their roles and the timeline of their activities throughout the year.</p>

	<p>Allocate staff leaders for each student Leadership Team i.e. Captains, Peer Mediators, Student Council and Sustainability.          Build the role description/ expectations for staff leaders of Student Leadership Teams.          Online inclusion Training for all staff to enhance inclusive practice across the school.          Register CUST Training for all relevant staff - Cultural Understanding and Safety Training.</p>
<p><b>Outcomes</b></p>	<p>Students will:          Students will practice mindfulness and gratitude and explain how these practices impact their wellbeing.          Students to be involved in formal and informal decision making processes within a school context and the wider community.          Staff, students and parents regularly share and celebrate school achievements within and beyond the school using a broad range of opportunities.</p> <p>Teachers will:          Model mindfulness and wellbeing practices to the students in their daily practice.          Teachers focus on building positive and mutually respectful relationships with students.          Teachers use self-assessment tools, peer and student feedback to evaluate their relationships with students and determine how they can adapt their approach to improve student motivation and self-confidence and teacher connection.</p> <p>Leadership will:          The Leadership Team to facilitate the delivery of the Resilience Project and promote the concepts within the community.          The Leadership Team to implement the Engagement and Wellbeing and Inclusion Policy, ensuring all staff are familiar and understand the policies.</p> <p>Parents will:          Reinforce the concepts covered at school using the resources provided by VPS and the Resilience Project.</p>
<p><b>Success Indicators</b></p>	<p>Attitudes to School data will be used to assess performance in this area, student wellbeing surveys will also be used.          Classroom reflections and observations taken by teachers will provide insightful data on changes in behaviour. Circle Room incidents will be recorded and used to measure a reduction in conflict in the yard.          Formal feedback from the student leadership team will also be used to measure student voice and agency.          Focus group discussions and reflections.</p>