

Annual Implementation Plan: for Improving Student Outcomes

School name: Carnegie Primary School
School number: 2897

Year: 2017
Based on strategic plan: 2013 till 2018

Endorsement:

Principal Linda Jones

14/2/2017



Senior Education Improvement Leader Stuart Andrews

School Council Susan Harper

Endorsed at School Council Meeting – 22nd 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	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> To maximise literacy and numeracy outcomes for all students To equip Carnegie students with the skills, knowledge and understandings that will enable them to actively participate and prosper in the world as global citizens To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement and parental involvement and understanding of curriculum and pedagogy To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students 	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.

This year's Annual Implementation Plan is enhancing the work undertaken throughout 2016 in curriculum planning and assessment and the building of strong leadership teams. Our focus remains to enhance differentiated teaching and learning across the school, ensuring maximum learning growth for students in literacy and numeracy. We wish to continue to ensure data drives 'point of need' teaching and learning and the introduction of the Victorian Curriculum is an ideal opportunity to enhance personal and social capabilities of students.

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)
ACHIEVEMENT	<ul style="list-style-type: none"> Develop a clear whole school vision for contemporary pedagogy, focusing on individualised, personalised and differentiated learning, which is evident and consistent in classrooms across the school
ENGAGEMENT	<ul style="list-style-type: none"> To build a rich, relevant, challenging and stimulating learning environment that promotes parental involvement and understanding of curriculum and pedagogy
WELLBEING	<ul style="list-style-type: none"> Create an inclusive, safe and secure learning environment, to ensure students have positive learning experiences and to increase wellbeing and safety



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		ACHIEVEMENT						
		<ul style="list-style-type: none"> To maximise literacy and numeracy outcomes for all students To equip Carnegie students with the skills, knowledge and understandings that will enable them to actively participate and prosper in the world as global citizens 						
IMPROVEMENT INITIATIVE		Excellence in teaching and learning – curriculum planning and assessment						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> All students ‘deemed capable’ to achieve at or above the expected level as measured by teacher judgments. To reduce the number of students in Numeracy and Literacy bands 5 & 6 making ‘low growth’ as measured by Naplan to 10% or less by 2018 The number of students achieving an A or B in Literacy & Numeracy in the December reporting cycle as measured by ‘teacher judgments’ to be 45% or more from Prep to 6 by 2018 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Decrease the number of students making ‘low growth’ in numeracy from Year 3 to Year 5 as measured by AusVELS, Naplan and PAT maths data by at least 5%. Use PAT Maths and PAT Reading and analyse data to inform teaching and learning. Close analysis of data including growth from semester 2, 2016 to semester 1, 2017. Be at or above ‘Similar schools’ for growth from Year 3 to 5 in Number as measured by 2017 Naplan data. Percentage of students in top two bands in Year 5 Naplan Reading to be at or above Similar Schools in 2017 data To identify all students making below one year growth in literacy and numeracy and provide support/intervention within learning teams to increase growth across one year. The number of students achieving an A or B in literacy and numeracy in June and December reporting cycle to be at least 50% as measured by teacher judgements from Prep to 6. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a clear whole school vision for contemporary pedagogy, focusing on individualised, personalised and differentiated learning, which is evident and consistent in classrooms across the school	Effective use of 2017 CPS Work Plan and Scope and Sequence documents for literacy and numeracy to drive planning and curriculum delivery	Linda, Michael, Karen, Cheryl, Kate, Alistair and Liz leading fellow Curriculum and Team Leaders and staff as appropriate	Ongoing	6 months: <ul style="list-style-type: none"> CPS Curriculum folder and documents on Sharepoint referred to when planning Purposeful allocation of Roles and Responsibilities across the school to best support the school's programs and practices Curriculum team leaders and Leadership team to have dedicated time together to discuss targets and ensure school based protocols and practices align with priorities Time and budget allocation for team leaders to undertake their work and to support our on-going professional partnership with Lyn Watts 	● ● ●		\$50,700	
				12 months: <ul style="list-style-type: none"> CPS Curriculum folder and documents on Sharepoint and referred to when planning Curriculum team leaders and Leadership team to have dedicated time together to discuss targets and ensure school based protocols and practices align with priorities Time and budget allocation for all leaders to undertake their work and to support our on-going professional partnership with Lyn Watts including the development of distributive leadership capabilities 	● ● ●			



Implementation of 2017 whole school Assessment Schedule to ensure relevant data is collected, analysed and will drive teaching and learning	Karen, Cheryl, and Kate leading the Team Leaders (Dom, Steph, Amanda, Larissa, Bec Janette and Sarah) and other staff as necessary	Ongoing	6 months:	<ul style="list-style-type: none"> Implementation of 2017 Whole school assessment schedule Continue to use Essential Learning Literacy and Numeracy Assessment as a formative assessment tool Time and budget to effectively implement school's Assessment Schedule and time to analyse data purposefully to enhance teaching and learning Time and allocation of resources to trial the Insight platform 	● ● ●	\$40,000	
			12 months:	<ul style="list-style-type: none"> Implementation of 2017 Whole school assessment schedule Continue to use PAT Literacy and Numeracy testing as a summative assessment tool Time and budget to effectively implement school's Assessment Schedule and time to analyse data purposefully to drive teaching and learning Time and allocation of resources to trial the Insight platform Children deemed capable to achieve 12 months growth over the 12 month period 	● ● ●		
Continue to monitor students making below one year's growth in literacy and numeracy and provide support/intervention to increase student growth	Karen, Cheryl, and Kate leading the Team Leaders (Dom, Steph, Amanda, Larissa, Bec, Janette and Sarah) and other staff as necessary	Set up – term 1 but monitor and adapt	6 months:	<ul style="list-style-type: none"> 'Step Up' and teacher handover program implemented for children and teachers Fluid grouping of students to maximise success Writing and implementation of individual or group ILIP's Differentiated planning based on formal data and observations 	● ● ●	\$75,600	
			12 months:	<ul style="list-style-type: none"> Fluid grouping of students to maximise success Ongoing management of ILIP's Differentiated planning based on formal data and observations 	● ● ●		
Identify and monitor highly able students in literacy and numeracy and provide differentiated teaching and learning opportunities to ensure they are appropriately challenged	Karen, Cheryl, and Kate leading the Team Leaders (Dom, Steph, Amanda, Larissa, Bec, Janette and Sarah) and other staff as necessary	Step up – term 1 but monitor and adapt	6 months:	<ul style="list-style-type: none"> 'Step Up' and teacher handover program implemented for children and teachers Fluid grouping of students to maximise success Differentiated planning based on formal data and observations % increase in top two bands in year 5 data Increase in high gain growth in year 3 to 5 data 	● ● ●	\$70,000	
			12 months:	<ul style="list-style-type: none"> Fluid grouping of students to maximise success Differentiated planning based on formal data and observations % increase in top two bands in year 5 data Increase in high gain growth in year 3 to 5 data 	● ● ●		
Trial CPS Inquiry/Investigation scope and sequence which is Victorian Curriculum guidelines compliant	Karen, Cheryl Josh, Alistair and Liz to guide and facilitate as necessary	Ongoing	6 months:	<ul style="list-style-type: none"> Create and disseminate new Vic Curriculum scope and sequence to all staff Time and resources to support effective familiarisation of Vic Curriculum implementation across the school of the Vic Curriculum Implementation of CPS Inquiry/Investigation scope and sequence across school 	● ● ●	\$1,500	
12 months:			<ul style="list-style-type: none"> Continue implementation of CPS Inquiry/Investigation across school Reflect and review Inquiry/Investigation in preparation for 2018 	● ● ●			

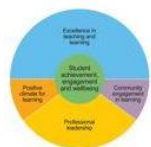


	Refine Café Reading approach to support improved student outcomes, particularly comprehension strategies	Cate to lead Literacy Team, Team Leaders and teams	Ongoing	6 months: <ul style="list-style-type: none"> Analyse the 2016 Staff Café Reading survey results to refine CPS practice Targeted professional learning for individuals, teams and at whole school level in developing strategies to teach comprehension Purposeful use of ES and teaching support staff to support teaching comprehension strategies Enhanced shadowing and mentoring opportunities for staff including focused Learning Walks across the school Time allocated to upskilling new staff / new team members on CPS CAFÉ reading approach Time allocated to upskill new staff / team members on how to administer and use information gained from Running Records 	● ● ●		\$44,500	
				12 months: <ul style="list-style-type: none"> Targeted professional learning teaching comprehension strategies for individuals, teams and at whole school level Purposeful use of ES and teaching support staff in the teaching of comprehension Observation opportunities and Learning Walks across the school focussed on comprehension strategies 	● ● ●			
	Further embed CPS pedagogical vision based on Hattie's principles and the E5 Instructional model	Linda, Michael, Karen, Cheryl, Kate, Alistair and Liz leading and supporting all staff as appropriate	Ongoing	6 months: <ul style="list-style-type: none"> Pedagogical vision specifically embedded in 2017 Work Plan with principles allocated each term to ensure deeper learning and consistency of pedagogical practice across school 	● ● ●		\$6,000	
				12 months: <ul style="list-style-type: none"> Continue to embed pedagogical vision specifically into 2017 Work Plan with certain principles allocated each term to ensure deeper learning and consistency of pedagogical practice across school 	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		ENGAGEMENT To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement and parental involvement and understanding of curriculum and pedagogy						
IMPROVEMENT INITIATIVE		Community engagement in learning - Building communities						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> By 2018 student opinion surveys for Year 5/6 will show mean scores at or above the state for all Teaching and Learning variables By 2018, using a school developed parent survey and feedback forums, parent understanding and involvement in student learning will be enhanced further. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> CPS Teaching and Learning variable scores in the 2017 Student Opinion Survey for Year 5/6 students to remain at or above State and Regional scores . (Our scores are were above in 2016) Parent and student feedback via a school based survey analysed and used to inform three-way interviews in 2018. Seek purposeful feedback from parents as to the effectiveness of the 'Walk Throughs', Parent Information Sessions, Parent Expos and Orientation programs in assisting them to understand the curriculum. To improve the Learning Focus percentile score in the Parent Opinion Survey by at least 10% (51.4% in 2016) 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To build a rich, relevant, challenging and stimulating learning environment that promotes parental involvement and understanding of curriculum and pedagogy	Students in Years 3 & 4 to again complete the 2017 Student Opinion Survey and POLT survey Analyse data and follow up as appropriate	Liz to lead Wellbeing Team and support 3 /4 staff	Term 2 with school based analysis to follow	6 months: <ul style="list-style-type: none"> Understood and evaluated student responses and implemented appropriate changes 	● ● ●	<ul style="list-style-type: none"> Implementation of the Attitudes to School survey with the Year 3 & 4 students 	\$500	
				12 months: <ul style="list-style-type: none"> Understood and evaluated data implementing appropriate changes Positive data in the area of engagement from formal and informal student feedback 	● ● ●	<ul style="list-style-type: none"> Attendance at school Active participation in initiatives such as Circle Time, Bounce Back 		
	Offer more frequent 'Parent Walk Throughs' to increase parent knowledge on key school curriculum and teaching approaches	Linda, Michael and Karen and staff as required	Ongoing	6 months: <ul style="list-style-type: none"> Formally scheduling 'Parent Walk Throughs' in term 1 across the school 	● ● ●	<ul style="list-style-type: none"> Record of Parent attendance at Walk Through opportunities Implement a Survey Monkey to gain feedback and levels of satisfaction 	\$900	
				12 months: <ul style="list-style-type: none"> Formally scheduling 'Parent Walk Throughs' in term 4 across the school in preparation for smooth transitions in 2018 	● ● ●	<ul style="list-style-type: none"> Record of Parent attendance at Walk Through opportunities Implement a Survey Monkey to gain feedback and levels of satisfaction 		
	Offer at least two evening Parent Information sessions focussing on curriculum throughout 2017	Linda, Michael and Karen with Curriculum Leaders and external consultants as necessary	Dates to be decided	6 months: <ul style="list-style-type: none"> Marketing of events including school bag app At least one formal opportunity offered to parents	● ● ●	<ul style="list-style-type: none"> Record of Parent attendance opportunity Reflection sheet from parents collated and acted upon 	\$3,200	
				12 months: <ul style="list-style-type: none"> Marketing of events including school bag app At least two formal opportunities offered to parents	● ● ●	<ul style="list-style-type: none"> Record of Parent attendance opportunity Reflection sheet from parents collated and acted upon 		
	Offer at least four formal opportunities per year level for parents to visit classrooms/learning team and share their child/children's learning	Linda, Michael and Karen to oversee with team leaders	Ongoing – dates across year	6 months: <ul style="list-style-type: none"> Timely scheduling of opportunities for parents to visit classrooms/learning teams 	● ● ●	<ul style="list-style-type: none"> Positive participation by families Teacher planning for opportunities Student preparation for sharing of their learning and learning spaces 	\$1000	
				12 months: <ul style="list-style-type: none"> Timely scheduling of opportunities for parents to visit classrooms/learning teams 	● ● ●	<ul style="list-style-type: none"> Positive participation by families Teacher planning for opportunities Student preparation for sharing of their learning and learning spaces 		

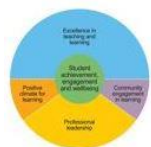


Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		WELLBEING To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of students							
OTHER IMPROVEMENT MODEL DIMENSIONS		Community engagement in learning - Building communities							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> By 2018, student opinion surveys for the 5/6 will show mean scores at or above the state mean in all Wellbeing variables By 2018, using school developed student surveys and feedback forums, wellbeing will be improved 							
12 MONTH TARGETS		<ul style="list-style-type: none"> Wellbeing scores in the 2017 Student Opinion Survey for Year 5/6 to be at or above 2016 scores (our scores were above in 2016) Ongoing feedback and completion and analysis of school based student surveys in relation to wellbeing Implement the Attitude to School Survey with 3/4 students in 2017 and obtain data on Student Relationships and Student Wellbeing 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Create an inclusive, safe and secure learning environment, to ensure students have positive learning experiences and to increase wellbeing and safety	Implement Victorian Curriculum Capabilities to ensure the delivery of Social/Emotional Learning for all students	Karen, Cheryl, and Liz leading the Team Leaders (Dom, Steph, Amanda, Larissa, Bec, Janette and Sarah) and other staff as necessary	Ongoing	6 months: <ul style="list-style-type: none"> Representation across the school on Wellbeing committee Purposeful allocation of Roles and Responsibilities Successful implementation and active participation of 2017 Start Up program Year level cyber safety lessons undertaken Students and parents signing 2017 Cyber Safety agreement following Cyber Safety discussions Evidence of philosophy, mindfulness, meditation, yoga etc being embedded in teacher curriculum planning across all levels. Links being made to capabilities curriculum incorporating critical and creative thinking, intercultural & ethical understandings and personal & social capabilities 	● ● ●	<ul style="list-style-type: none"> Units on resilience, peer pressure, positive choices, bullying, cyber safety, conflict resolution and leadership included in planning documentation and delivered across the school Continue to ensure induction of new and returning staff in the areas of wellbeing Evidence of effective implementation of Peer Mentors in line with our Restorative Practices program 	\$8700		
				12 months: <ul style="list-style-type: none"> Time and budget allocation to support individuals, teams and whole school as necessary Continue to include a greater emphasis on philosophy, mindfulness, meditation and yoga 	● ● ●				<ul style="list-style-type: none"> Units on resilience, peer pressure, positive choices, bullying, cyber safety, conflict resolution and leadership included in planning documentation and delivered across the school Maintenance and/or improvement of scores in Attitudes to School Survey Years 5 & 6, Wellbeing variable Parent Feedback from students in Years 2 – 6 at the end of term to show continued decrease in student distress
	Provide meaningful forums for parent and student voice and student choice across school	Linda, Michael and Karen			6 months <ul style="list-style-type: none"> Induction of Year 6 students to their 2017 leadership roles Establish Junior School Council & Envirostars for 2017 with interested students Pastoral care meetings for parents early in term 1 3 way interviews linked to half year reporting timelines Provision of 'Coffee and Chat' opportunities Commitment to Program Achievement with Caulfield Community Centre 	● ● ●	<ul style="list-style-type: none"> Continue to survey students and parents to gauge regular, timely and purposeful feedback to guide programs and practices Documentation associated with Program Achieve 	\$2900	
					12 months <ul style="list-style-type: none"> Training of year 4 students in readiness for year 5 Peer Mentor roles Implementation of 2018 student leadership selection process 	● ● ●			



	Continue to strengthen ties with Carnegie kindergarten and Glen Eira S.C.	Linda, Michael, Karen with support from Prep and 5/6 staff		6 months	● ● ●	<ul style="list-style-type: none"> Survey results from 2017 prep parents in relation to transition to CPS Evidence of active participation in kinder/school partnership 	4,600
				<ul style="list-style-type: none"> Sharing of CPS facilities with Carnegie Kinder including regular visits to our library Establishment of Year 5/kinder buddy program Continue partnership with kinder teachers to enhance transition processes Provide ongoing opportunities for teaching and learning partnerships with Glen Eira Secondary with a particular focus on writing moderation and numeracy learning for our extension 		<ul style="list-style-type: none"> Successful 2018 Prep Transition Program implemented Maintain robust teacher judgement and PAT data results for high achieving year 6 students 	
				12 months	● ● ●		
				<ul style="list-style-type: none"> Sharing of CPS facilities with Carnegie Kinder including regular visits to our library Establishment of Year 5/kinder buddy program Continue partnership with kinder teachers to enhance transition processes Provide ongoing opportunities for teaching and learning partnerships with Glen Eira Secondary with a particular focus on writing moderation and numeracy learning for our extension 			



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	No	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	Yes	3 - Embedding	Term 1 – 2017 Staff are well supported to use a range of tools to assess students understanding and progress. The incorporate focussed and differentiated feedback to support the progress and achievement of students. Staff have comprehensive subject knowledge and keenly support those who are less confident in aspects of curriculum
	Evidence-based high impact teaching strategies	No	3 - Embedding	
	Evaluating impact on learning	No	2 - Evolving	
Professional leadership	Building leadership teams	Yes	3 - Embedding	Term 1 – 2017 CPS has a designated leadership team and leaders who take an active role in designing the instructional programs of the school. We have an agreed pedagogical framework. Teachers work collaboratively in PLT's to develop and /or refine their instructional practice. The ongoing building of a distributed leadership capacity is a priority of the school
	Instructional and shared leadership	No	2 - Evolving	
	Strategic resource management	No	3 - Embedding	
	Vision, values and culture	No	3 - Embedding	
Positive climate for learning	Empowering students and building school pride	No	3 - Embedding	
	Setting expectations and promoting inclusion	No	3 - Embedding	
	Health and wellbeing	No	3 - Embedding	
	Intellectual engagement and self-awareness	No	2 - Evolving	
Community engagement in learning	Building communities	Yes	2 - Evolving	Term 1 2017 - The school highly values meaningful partnership with parents and carers. A focus is to continue to promote parental involvement and understanding of curriculum and our pedagogy. Formal and informal opportunities to visit classrooms occur with a focus on recognising and celebrating student achievements across a range of KLA's. Parent Information evenings focusing on curriculum will remain a priority for 2017.
	Global citizenship	No	2 - Evolving	
	Networks with schools, services and agencies	No	2 - Evolving	
	Parents and carers as partners	No	3 - Embedding	
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:				

