

# Annual Implementation Plan: for Improving Student Outcomes

School name: Gisborne Primary School

Year: 2017

School number: 0262

Based on strategic plan: 2016 - 2020

Endorsement:

Principal Brea Terris/Julie Soutter 2017

Senior Education Improvement Leader Amanda Hubber/Leonie Roberts [date]

School council Brad Adams/Joanne Markham 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"> <li>• Improve community engagement in learning</li> <li>• Enhance active student engagement in their learning to stimulate and challenge all students</li> <li>• Build a professional learning culture which enhances the ability of teams to lead and implement change to improve student outcomes</li> </ul>	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.

Recent school review has identified these areas of focus to:

- Increase positive relationships between the school and parents. This will improve learning expectations and strategies to improve learning
- Maximise learning opportunities and achievement outcomes by empowering students to be active learners
- Increase capacity of the school to extend students in their learning
- Build teams and the capacity of leaders to achieve goals and meet targets



### 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)
<b>Build practice excellence</b> <b>Building leadership teams</b>	<ul style="list-style-type: none"><li>• <b>Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.</b></li><li>• <b>Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.</b></li><li>• <b>Build effective teams that engage in authentic collaboration focused on improving teaching and learning</b></li></ul>
<b>Building communities</b>	<ul style="list-style-type: none"><li>• <b>Build community knowledge and expectations of community engagement in learning.</b></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.

<b>STRATEGIC PLAN GOALS</b>	<p><b>Improve community engagement in learning.</b>  <b>Enhance active student engagement in their learning to stimulate and challenge all students.</b>  <b>Build a professional learning culture which enhances the ability of teams to lead and implement change to improve student outcomes.</b></p>																																				
<b>IMPROVEMENT INITIATIVE</b>	<p><b>Community engagement in learning</b>  <b>Building practice excellence</b>  <b>Professional leadership</b></p>																																				
<b>STRATEGIC PLAN TARGETS</b>	<p><b>Community engagement in learning</b></p> <ul style="list-style-type: none"> <li>increase the measure of Parent Input on the Parent Opinion Survey from 5.13 to 5.38</li> <li>increase the measure of Approachability on the Parent Opinion Survey from 5.82 to 6.08</li> <li>increase the percentage of Parent and Community Involvement on the School Staff Survey from 86.67 to 90.0</li> <li>increase the percentage of parent satisfaction in response to a school-generated survey.</li> </ul> <p><b>Building practice excellence</b></p> <ul style="list-style-type: none"> <li>increase the percentage of students in the top two NAPLAN bands as below:</li> </ul> <table border="1" data-bbox="635 848 1151 1052"> <thead> <tr> <th>Year 3</th> <th>BM - 2016</th> <th>Target 2020</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>51%</td> <td>55%</td> </tr> <tr> <td>Numeracy</td> <td>27.2%</td> <td>35%</td> </tr> <tr> <td>Reading</td> <td>53.7%</td> <td>60%</td> </tr> <tr> <td>Spelling</td> <td>41.1%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>68.1%</td> <td>70%</td> </tr> </tbody> </table> <table border="1" data-bbox="635 1094 1151 1272"> <thead> <tr> <th>Year 5</th> <th>BM - 2016</th> <th>Target 2020</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>28.2%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>28.1%</td> <td>40%</td> </tr> <tr> <td>Reading</td> <td>36%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>26.6%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>25.5%</td> <td>35%</td> </tr> </tbody> </table> <p>BM Benchmark</p> <ul style="list-style-type: none"> <li>reduce the percentage of students achieving low growth in NAPLAN from year 3 to Year 5 to below 15% for each cohort</li> <li>increase the measure of Stimulating Learning on the student Attitudes to School Survey from 3.78 to 4.09</li> </ul> <p><b>Professional leadership</b></p> <ul style="list-style-type: none"> <li>increase the measure of Teacher Collaboration on the School Staff Survey from 73.3 to 77.0</li> <li>increase the measure of Teacher Effectiveness on the student Attitudes to School Survey from 4.11 to 4.31</li> </ul>	Year 3	BM - 2016	Target 2020	Grammar and Punctuation	51%	55%	Numeracy	27.2%	35%	Reading	53.7%	60%	Spelling	41.1%	50%	Writing	68.1%	70%	Year 5	BM - 2016	Target 2020	Grammar and Punctuation	28.2%	35%	Numeracy	28.1%	40%	Reading	36%	50%	Spelling	26.6%	35%	Writing	25.5%	35%
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<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>increase the measure of Parent Input on the Parent Opinion Survey from 5.13 to 5.19</li> <li>increase the measure of Approachability on the Parent Opinion Survey from 5.82 to 5.88</li> <li>increase the percentage of Parent and Community Involvement on the School Staff Survey from 86.67 to 87.47</li> <li>increase the percentage of parent satisfaction in response to a school-generated survey from 40% to 45%</li> </ul> <ul style="list-style-type: none"> <li>increase the percentage of students in the top two NAPLAN bands as below:</li> </ul>																																				



Year 3	BM - 2016	Target 2017	Actual 2017	Difference
Grammar and Punctuation	51%	52%	71.7%	+19.7%
Numeracy	27.2%	29%	58.5%	+29.5%
Reading	53.7%	54.8%	54.7%	-0.1%
Spelling	41.1%	43.3%	67.9%	+24.6%
Writing	68.1%	68.5%	55.8%	-12.7%

Yr 3: Success – 54% - 71% students in top two NAPLAN bands in all areas. However a 12% decline from a high benchmark for writing.

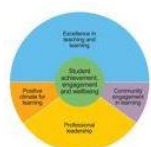
Yr 5: Success – 20% - 35% students in top two NAPLAN bands in all areas except writing.

A decline in percentage in top two bands from 2016 especially in writing (18%) and below targets in all areas except G&P

Year 5	BM - 2016	Target 2017	Actual 2017	Difference
Grammar and Punctuation	28.2%	29.9%	33.4%	+3.5%
Numeracy	28.1%	31%	24.1%	-6.9%
Reading	36%	39.5%	35.2%	-4.3%
Spelling	26.6%	28.7%	20.4%	-8.3%
Writing	25.5%	27.9%	9.3%	-18.6%

- reduce the percentage of students achieving low growth in NAPLAN from year 3 to Year 5 to below 15% for each cohort
- increase the measure of Stimulating Learning on the student Attitudes to School Survey from 3.78 to 3.8
- increase the measure of Teacher Collaboration on the School Staff Survey from 73.3 to 74.2
- increase the measure of Teacher Effectiveness on the student Attitudes to School Survey from 4.11 to 4.16

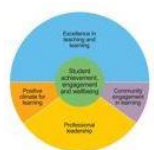
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting 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]		
<b>Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.</b>	<ul style="list-style-type: none"> <li>• Establish a vision for growth targets for all students</li> <li>• Use of weekly data to guide the extension of students in PLTs</li> <li>• Participation in the PLC pilot to build leadership capacity in driving effective PLTs</li> <li>• Use curriculum continuums to guide learning conversations with students that empower students to take shared responsibility for their learning.</li> <li>• Coaching of staff in extending students in literacy and numeracy</li> <li>• Leadership attend and support PLT meetings</li> </ul>	PLT leaders  1 x PLC pilot participants  Guiding Coalition  Literacy and numeracy coaches	Term 1  Ongoing  Term 2  Ongoing  Term 1	6 months: <ul style="list-style-type: none"> <li>• Vision for growth targets established, communicated and visible within the school</li> <li>• Commencement of PLC pilot program</li> <li>• Agreed expectations for use of weekly data</li> <li>• Recorded evidence of extension of students</li> <li>• Targets for flagged students imbedded in P&amp;D</li> <li>• All teachers have timetables and anecdotal notes for learning conversations with children</li> <li>• Reflection journals for coaches evidenced with documentation of change in practice</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>• Learning intentions and success criteria embedded in all classrooms</li> <li>• ILPs (top and bottom 10% each grade + special needs)</li> <li>• Differentiation documented in planning documents</li> <li>• Guided groups and differentiated teaching and learning is embedded into reading and numeracy in some classrooms but not all. Focus for Semester 2</li> <li>• Have selected PLC Pilot Facilitators</li> <li>• Have begun the PLC Pilot Program</li> <li>• Guaranteed and Viable Whole School Timetable</li> <li>• Reading conferencing embedded within the school and conversations documented</li> </ul>		



						<ul style="list-style-type: none"> <li>Coaches use reflection tools e.g. journals, templates for documenting evidence and change in practice</li> </ul>				
				<p>12 months:</p> <ul style="list-style-type: none"> <li>Completion of PLC pilot program</li> <li>Vic Curriculum teacher judgements show differentiation (esp. extension)</li> <li>Targets for flagged students met</li> <li>Growth targets for all students are met</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Project for three year level teams led by PLC team leaders led to improvement in reading level.</li> </ul>				
<p><b>Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.</b></p>	<ul style="list-style-type: none"> <li>Professional development for staff on high impact teaching and learning strategies</li> <li>Coaching of staff in extending students in literacy and numeracy as well as using digital learning and wellbeing strategies.</li> <li>Implementation of Action Learning projects within PLTs focusing on high impact strategies.</li> </ul>	<p>External facilitator</p> <p>Teaching and learning coaches</p> <p>All staff</p> <p>Leadership</p>	Ongoing	<p>6 months:</p> <ul style="list-style-type: none"> <li>Development of Action Learning hypothesis and commencement of research in PLT's as part of the PDP cycle</li> <li>Participation of all staff in professional development on high impact strategies 1,2,3,10 – curriculum day and weekly coaching,</li> <li>All teachers will receive the document 'High Impact Teaching Strategies' in July and teams will work through the 10 strategies over Semester 2 with monitoring at weekly SIT meetings.</li> <li>Evaluation of Action Learning target achievement through mid-cycle P&amp;D</li> <li>Reflection journals for coaches evidenced with documentation of change in practice</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>All PLT's have an Action Learning Focus to improve student outcomes as part of their PDP cycle</li> <li>Evaluation of Action Learning during Mid-Cycle PDP reviews</li> <li><b>Weekly Planning documents</b> reflect the professional learning on differentiation to ensure higher levels of cognitive engagement and point of need learning with focus on High Impact Teaching Strategies 1,2,3 and 10</li> <li><b>Documented observations</b> by leadership coaches demonstrate improvements in lesson pace/differentiation in reading/ spelling/ numeracy during classroom visits.</li> <li>Teachers observed establishing reading goals through conferencing. <i>Where do students record their goals?</i></li> <li>Coaches use reflection tools e.g. journals, templates for documenting evidence and change in practice</li> </ul>				
				Ongoing	End of Term 1	<p>12 months:</p> <ul style="list-style-type: none"> <li>Completion and evaluation of Action Learning projects</li> <li>Leadership classroom visits and learning walks reflect evidence of high impact strategies in classrooms</li> <li>All teachers demonstrate 'High Impact Teaching Strategies' and have worked through the 10 strategies in their teams with monitoring at weekly SIT meetings.</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Documentation of P and D evidence related to improvement in student outcomes in <b>P&amp;D plans for 6/7 year level teams.</b></li> <li>PL at staff meetings and classroom observations related to HITS throughout term 4 demonstrated increased knowledge and observable changes in classrooms <b>Observation Records</b></li> <li>Leadership Team observation of effective collaborative planning and differentiated learning in most year level teams - <b>Journals</b></li> <li><b>Instructional model</b> reflects the HITS</li> </ul>		
<p><b>Build effective teams that engage in authentic collaboration focused on improving teaching and learning</b></p>	<ul style="list-style-type: none"> <li>Develop a definition of an effective professional learning culture</li> <li>Timetable opportunities for PLTs to meet weekly during scheduled APT sessions</li> <li>PLC pilot program facilitators build capacity of all PLT leaders to lead authentic collaboration focused on improving teaching and learning and student outcomes</li> </ul>	<p>PLC pilot program facilitators</p> <p>Daily organiser</p> <p>GC members</p>	Term 1	Term 1	Term 2	<p>6 months:</p> <ul style="list-style-type: none"> <li>Vision for effective professional learning culture defined, communicated and visible within the school</li> <li>Established timetable, including weekly PLT meeting time</li> <li>PLT leaders surveyed on competency leading authentic collaboration</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Have selected PLC Pilot Facilitators</li> <li>Have begun the PLC Pilot Program</li> <li>All Teams have 3 hours of planning time together a week, allowing discussions and analysis of student data. From this, teams are able to plan 'what they want their students to know' and the Learning Intentions and</li> </ul>		



	<ul style="list-style-type: none"> <li>Professional development</li> <li>Fortnightly GC meetings</li> <li>Professional readings</li> </ul> <ul style="list-style-type: none"> <li>Establish effective processes required to support PLTs</li> </ul>	All staff	Ongoing	<ul style="list-style-type: none"> <li>Meeting minutes and consistent agendas highlight fortnightly professional development and discussions around effective PLTs</li> </ul>		<p>Success Criteria for lessons in the following week.</p> <ul style="list-style-type: none"> <li>All PLT teams meet once a week to finalise planning, using evidence based teaching and learning (data)</li> <li>All PLT teams are using a consistent meeting agenda that is automatically uploaded onto Sentral</li> </ul>		
				<p>12 months:</p> <ul style="list-style-type: none"> <li>PLT leaders surveyed on competency leading authentic collaboration (growth measured)</li> <li>Processes for GPS PLTs are documented and displayed within the school – protocols, minutes, questioning, timing and punctuality.</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Observable planning practices and documents demonstrate authentic collaboration for 6 out of 8 teams – <b>Journals and planning documents.</b></li> </ul>		
<b>Build community knowledge and expectations of community engagement in learning.</b>	<ul style="list-style-type: none"> <li>Implement SeeSaw Learning Journal across F-6 <ul style="list-style-type: none"> <li>Digital Learning Coach 0.2</li> <li>Staff professional development</li> <li>Subscription to SeeSaw</li> </ul> </li> <li>Implement new reporting format for school reports <ul style="list-style-type: none"> <li>Parent feedback</li> <li>Investigation into other school formats</li> <li>Collaboration with Education Policy Sub-Committee</li> </ul> </li> <li>Redeveloping the GPS vision and values. Workshop these with all stakeholders</li> </ul>	<p>Leadership Team, Digital Learning Coach</p> <p>Education Policy Sub-Committee</p>	Ongoing	<p>6 months:</p> <ul style="list-style-type: none"> <li>All students in years P-6 will have active SeeSaw profiles that are accessed weekly</li> <li>All parents in years P-6 provided access to SeeSaw</li> <li>Staff survey indicates increased competency in use of SeeSaw</li> <li>Parent survey conducted and collated on reporting format preferences</li> <li>1<sup>st</sup> Semester reports trialled using new reporting format</li> <li>Vision and values for school community established, communicated within the school</li> <li>Begin the implementation of SWPBS and Bully Stoppers</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>All classes (P-6) use Seesaw as a form of communication for student learning and achievement with families</li> <li>Data from Seesaw, indicates the increase use of Seesaw across the school</li> <li>The Digital Learning Coach has conducted seesaw PD Sessions with staff</li> <li>Some teams are using Google Docs for planning to promote collaboration.</li> <li>A bank of Ipads purchased and training sessions have begun with DLC with staff.</li> <li>Survey/discussion with staff regarding their use of Seesaw as well as what should/not be included in Seesaw. The purpose of Seesaw and how it impacts on the the improvement of student outcomes.</li> <li>Pre Task on Bullying. All teachers surveyed their students. Bully Stoppers program has been introduced into all classrooms.</li> <li>Parent Feedback through the Education Sub Committee on policies, Seesaw, excursions.</li> </ul>		
			Ongoing	<p>Term 1</p>	<p>12 months:</p> <ul style="list-style-type: none"> <li>Parent feedback on SeeSaw indicates positive connection to engagement in learning. All students F-6 will have active SeeSaw profiles that are accessed weekly</li> <li>Sentral report trial - Yr 3 using new format and feedback from parents during last week of term will be evaluated next year.</li> <li>Values and vision completed but work to communicate and embed will be in 2018.</li> <li>Professional Learning around Berry St strategies and SWPBS framework has begun.</li> <li>SEL and RRRR PL ongoing.</li> <li>Raising Concerns procedure in place.</li> <li>Behaviour support Plans are being initiated.</li> </ul>	● ● ●	<p>Bully stopper survey and results indicate good results across the school however 19% of Yr 5 students have had an experience of bullying. Yrs 4 and 6 – around 13%. Mismatch: POS 57% of parents report their children having experienced bullying. Social and Emotional Learning (RRRR curriculum) documented in plans and weekly timetabled sessions.</p> <p>We need to find a way to accurately measure if SeeSaw builds community knowledge and expectations of community engagement in learning. Anecdotally parents 'love it' but how many. Some</p>	



				<ul style="list-style-type: none"> <li>• Bullystopper strategies in place</li> <li>• Wellbeing counsellor working with individual students and families and groups of students</li> </ul>		<p>parents have also given negative feedback regarding this.</p> <p>Surveys regarding the role of the wellbeing counsellor from students (30), staff (20) parents (5) were very positive with some good suggestions for 2018 to address the challenges.</p>		
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# Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	[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]
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
<b>STRATEGIC PLAN TARGETS</b>	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
<b>12 MONTH TARGETS</b>	[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. OnDemand data)]

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]		
		Leadership team	Term 1 and 2	6 months: •	● ● ●			
		All staff		12 months: •	● ● ●			
		Parents		6 months:	● ● ●			
		Students		12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



# 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 Continuum 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>	Yes	2 - Evolving	<ul style="list-style-type: none"> <li>PLT teams meet on a weekly basis. In 2017/18 two hours of common planning time for year level teams is scheduled</li> <li>Common planning practices and templates are continuing to be reviewed and modified with protocols, expectations. non-negotiable sub-headings etc</li> <li>Data is used in term planning and targets are set.</li> <li>Learning Walks for Numeracy (Principal and Numeracy coach) and with consultant John Sloan, took place with feedback to staff and a report to be referenced for 2018 planning.</li> <li>PLC pilot leaders had further PL in Open to Learning Conversations – this needs to be extended to all PLC and curriculum team leaders.</li> <li>Action Learning Projects – including student feedback as evidence has been occurring as part of team p&amp;d review panel meetings.</li> </ul>
	<b>Curriculum planning and assessment</b>	No	3 - Embedding	<ul style="list-style-type: none"> <li>Professional development in differentiated reading, spelling and numeracy instructional model has taken place over the year and impacted teacher practice.</li> <li>Spelling instruction is explicit, very well organised and is a whole school commitment</li> <li>Term collaborative planning days – staff effectively plan for the following term</li> <li>Teaching and Learning Coaches support teams in meetings, support with planning documents, and model in classrooms.</li> <li>All students outcomes identified in every curriculum area on continuums on Sentral</li> <li>Common Assessment schedule is in practice at every year level across the school</li> <li>SPA data is used in term planning collaboratively with each team – there is some inconsistencies with this across the school.</li> <li>Planning day templates for term planning including DuFour questioning, target setting and evaluation</li> </ul>
	Evidence-based high impact teaching strategies	No	2 - Evolving	<ul style="list-style-type: none"> <li>Learning Intentions are visible in most classroom and reflective learning as a consistent practice across the school is evident</li> <li>A common instructional model is in use across the school and much work has been done in developing a numeracy instructional model</li> <li>ILPs (top and bottom 10% each grade + special needs) – creation of classes needs to address that students with special needs are identified and placed distributed across the three year level classes. Teachers and ES staff are not consistently and effectively referring to these documents.</li> <li>Reading goals through conferencing – what are the expectations for conferences in 2018 without impacting explicit teaching to groups of students.</li> <li>Differentiation documented in some planning documents however whole class activities dominate the instructional sessions</li> <li>Guided groups embedded in reading and increasing consistency in other curriculum areas</li> <li>Staff have facilitated professional learning across the 10 HITS in order to evaluate and analyse strategies to be focussed on in 2018</li> </ul>
	Evaluating impact on learning	No	2 - Evolving	<ul style="list-style-type: none"> <li>Action learning projects – demonstrated improvements in student outcomes in most cases</li> <li>Differentiation and intervention targets from term planning days are being identified and met in some teams</li> <li>Writing moderation across school twice a year led to a greater understanding of curriculum levels and expectations for students at GPS with high SFO. There has been an improvement in teacher judgement but teachers still need more knowledge to be confident about judgements for the whiskers in the bell curve.</li> </ul>
Professional leadership	<b>Building leadership teams</b>	Yes	2 - Evolving	<ul style="list-style-type: none"> <li>School priority areas discussed and modelled in regular leadership meetings but size of group contributed to limited opportunities for real work.</li> <li>Regular internal professional development – agenda and questions for discussion prior to every leadership meeting. There needs to be a focus on teachers/leaders bringing their PL folder of documents such as AIP, FISO Continuum of Practice, National School Improvement Tool, HITS, Leaders Guide to Improving Outcomes in Literacy and Numeracy as appropriate, and bring to every meeting for reference.</li> <li>Targeted external professional development – Inspire, Leading Numeracy, Berry St, PLC Pilot – was undertaken and a plan of implementation is needed for 2018.</li> <li>Structured professional development termly plan – Meeting Schedule outlined PL.</li> <li>Collegiate visits build into PDP – a small number of staff undertook these – we need to have this as a role in a position description to ensure someone is responsibility for keeping staff accountable for their collegiate visits.</li> <li>Focus on feedback – non-judgemental observations, OTL – this needs to be a focus through the PLCs in 2018</li> </ul>
	Instructional and shared leadership	No	2 - Evolving	<ul style="list-style-type: none"> <li>Many of the leaders did not have the to extend their leadership skills especially in regards to having challenging conversations in their teams as needed.</li> <li>PLTs -Term target setting and student identification</li> <li>Collegiate visits were limited and this needs to be more structured with PL around what it looks like.</li> <li>Coaching – Teaching and Learning Coaches worked in some classrooms but there was limited time to do this. Working with teams would have more impact with</li> <li>PDP process linked to school priority areas with staff demonstrating higher understandings of discussing authentic evidence rather than strategies at end-cycle</li> </ul>
	Strategic resource management	No	2 - Evolving	<p>Resources were allocated to SSP priorities however data does not indicate an improvement in student outcomes as a result of this resourcing.</p> <ul style="list-style-type: none"> <li>Allocation of resources to literacy, numeracy, wellbeing and digital learning</li> </ul>



				<ul style="list-style-type: none"> <li>Human resourcing – teaching and learning coaches</li> <li>Leadership restructure – reallocation of personnel</li> <li>Allocation of financial resources for PLC and Numeracy Bastow courses</li> </ul>
	Vision, values and culture	No	2 - Evolving	<ul style="list-style-type: none"> <li>Vision and values for all stakeholders has been defined but the students and community in general are not yet able to articulate the school values</li> <li>This needs to be embedded through SWPBS and SEL in 2018 so that all students, staff and parents know what the values are and what these look like in the school community with a whole school attention to a behaviour focus for the week/month/term... e.g This month we are..... etc</li> </ul>
Community engagement in learning	Building communities	Yes	2 - Evolving	<ul style="list-style-type: none"> <li>Local businesses linked to relevant curriculum e.g. Commonwealth Bank, local council etc – little impact.</li> <li>Information sessions – Ipad/Cyber-Bullying, John Hendry – Resilience, Transition for Foundation, Preparation for Puberty</li> <li>School Open Days – impact has not been measured</li> <li>Referrals to community agencies – still measuring the impact of the Wellbeing referrals.</li> <li>Parent task groups feedback – these have not occurred.</li> </ul>
	Global citizenship	No	1 - Emerging	<ul style="list-style-type: none"> <li>Learning to Learn – developing positive relationships in Term 1 – there is evidence of excellent tone in classrooms and the majority of students are caring. AToSS data supports this.</li> <li>Student leadership program – this is an initiative for 2018 starting with Yrs 5/6 to –promote resilience, student agency and voice.</li> <li>Positive classroom environment through Berry St Strategies and SEL – SEL is embedded in classrooms. Berry St implementation plan for 2018</li> <li>Classroom expectations – SWPBS and Positive Start will communicate and implement high expectations in 2018</li> </ul>
	Networks with schools, services and agencies	No	2 - Evolving	<ul style="list-style-type: none"> <li>Establishment of partnerships with identified schools to support school priority areas through Communities of Practice in Inclusion and student voice.</li> <li>Links with community services and encourage referrals</li> <li>School facilities utilised by community</li> </ul>
	Parents and carers as partners	Yes	1 - Emerging	<ul style="list-style-type: none"> <li>2018: SSP, AIP etc on display on Curriculum notice board and in classrooms.</li> <li>Attendance data in 2017 is under 80% of students attending 90% of the time and high absence levels (Staff and students for every cohort except 2014 grade Prep)</li> <li>2018: Develop a homework program that includes parents as partners and is consistent within each year level.</li> <li>Communication of school values and priorities via the school Newsletter</li> <li>Sentral portal for communication</li> <li>Ensuring Parent teacher interviews address the needs of parents.</li> <li>Modifying reports to ensure they support the Home/School partnership.</li> <li>ILPs – home strategies</li> <li>Email is a common format for addressing parent concerns</li> <li>Teachers in classrooms before and after school and available to parents</li> <li>Education and Policy sub committee</li> <li>Introduction of SeeSaw to communicate with families – we need to define the purpose and measure the impact of this communication tool.</li> </ul>

**Reflective comments:** [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

The school NAPLAN data demonstrates inconsistencies with strong results in Yr 3 but low growth and a declining number of students in the top two NAPLAN bands in Yr 5. (See data analysis at the beginning of the document with 2017 percentages. The data shows a steady decline over the past five years in the areas of Numeracy, Reading and Writing especially in Yr 5. However Yr 3 is a success in 2017 with 54% - 71% students in top two NAPLAN bands in all areas in 2017. However a 12% decline from a high benchmark for writing. In reading and numeracy the low relative growth trend is expanding and high relative growth decreasing. Yr 5: Success – 20% - 35% students in top two NAPLAN bands in all areas except writing (9.8%). However this is a decline in percentage in top two bands from 2016 especially in writing (-18%) and below targets in all areas except G&P

Attendance data is under 80% of students attending 90% of the time and high absence levels (Staff and students for every cohort except 2014 grade Prep)

Student survey at odds with staff and parents. Parents perceive more negative experiences for their children than the students themselves.

The school is progressively implementing the School Wide Positive Behaviour Support and this may address these discrepancies.

Student Voice needs a more structured focus to build the capacity of the students and to influence an improvement of the data. An online student leadership program for Yr 5/6 will be introduced next year to build the capacity of teachers to give students a voice and develop their leadership skills.

Although there is verbal agreement around the importance of the Literacy block, learning walks demonstrate that this is not protected time in every classroom.

Reading and numeracy are not consistently differentiated in every classroom – learning walks demonstrate a significant amount of whole-class teaching and a lack of instructional differentiation in most classrooms

Differentiation effectively documented in some weekly planners however whole class activities dominate the instructional sessions with whole classes on the floor for extended periods in some classrooms. Further work on the HITS - differentiation and explicit teaching are needed in 2018. Plans to be completed and monitored by PLC leaders. Staff are to upload these weekly onto Sentral each Friday.

There are many incursions/excursions and interruptions to the normal instructional time.



**Confidential cohorts analysis:** [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

#### Considerations for 2018:

1. The process for establishing a high performing distributed leadership team has already begun with the communication of the school structure and roles and responsibilities for 2018. A leadership role has been assigned to each of the AIP intervention programs. Role statements are being reviewed and refined in collaboration with staff. This strategy will assist staff with role clarity, decision making practices and create a sense of ownership of improvements and difficulties and lead to greater trust
2. Define what a Gisborne high performance leadership team looks like and how it works within the team and with all staff. We have made a priority to empower and distribute leadership to everyone to lead at whatever their position. This includes leadership by the Principal, the leadership team, teaching and non- teaching staff, students, parents, community, cleaners, grounds people and the system. All participants in the school need to be seen as leaders developing and enhancing their leadership skills for the improvement of student outcomes. Staff are being encouraged to review their own expected input according to their classification level and professionally manage the expectations
3. All professional development will be linked to the AIP and SSP and develop a whole school map of professional learning for staff meetings, PLCs and Professional Practice days. Display leadership meeting agendas and minutes in the staffroom and develop processes for staff to provide items for discussion
4. All staff to have a whole school understanding of how to teach children to read, write and be numerate and develop a whole school sense of urgency around improving student outcomes. Develop clever rotation models and feature modeled reading, writing and numeracy. Continue with the excellent spelling program but integrate it with the writing program.
5. Rigorously implement a 2 hour literacy and one hour numeracy block of quality uninterrupted teaching time. Prioritise the P – 2 classes to have these blocks in the mornings. Carefully consider decreasing interruptions to normal classroom activities and validating excursions and incursions. As much as possible planning times to be held in the afternoons
6. Review the instructional models to ensure the most effective use and compliance ensuring a focus on explicit teaching within each lesson. Reflection is a key element of instructional models however on many occasions perhaps it does not have to be after every lesson. Establish a school commitment, understanding and implementation of learning walks and then progressively implement a rigorous program of Instructional Rounds by peers and senior staff as required and perhaps students with written and verbal feedback provided on agreed areas for observation and improvement – do not confuse this with staff performance as it is about defining a problem of practice or ensuring commitment to a school improvement initiative
7. Develop whole school approaches to everything you do as much as is practicable with an emphasis on building one high performing team then hold each other to account. Continue to use the newsletter to share and advertise the improvement agenda. Develop, display and circulate to parents a simple diagrammatic organisational chart with responsibilities
8. Through the new student leadership teams and E-Learning leadership program for Yr 5/6 students, students will have a more visible and meaningful role across the school with a range of teams and roles,, captains running assemblies, organising lunchtime activities and having them provide constructive feedback to other students and to their teachers
9. Gisborne Primary School is an easy school in which to teach as the students are extremely supportive and as a whole staff the teacher expertise is very good. All staff need to professionally reflect on their own school attendance. The school is facing a huge cost in casual teaching and students speak of some teachers often being absent. The teacher absence trend needs to be reversed and it is only a strong moral compass which will do this. All staff need to reflect on the saying 'An educational opportunity once lost for students is never ever regained' – Healthy Achievement Team to look into wellbeing strategies for teachers to be implemented over the year. Wellbeing leader in each team to monitor and facilitate supports within the team. Eg Staff should remember to always greet each other and students with a smile. At all times feature integrity, transparency and a commitment to excellence in everything the school does. We all own the problem and we all own the solution – everyone must live this
10. Semester 2: Depending on the progress of our major areas of work in Semester 1 around PLCs, Writing and SWPBS, consider implementing a series of short term initiatives with clearly articulated expected outcomes – eg Attendance, Homework; Oral Language; Sustainability. All staff to participate and to be led by people other than members of the current leadership team. The aim is to distribute leadership and gain ownership by staff and to build whole school leadership skills.
11. Semester 2: Student absence trends need to be reversed so there may need to be a PLT set up short term to develop and implement strategies which include individual and whole school attendance plans and a careful reflection on personal best learning and differentiation practices. Absences are the key indicators for engagement, wellbeing and academic rigour. The consultant believes that the current levels of absence is a key reason for the academic negative trends and will emerge as a significant problem and continue to impact negatively on data. Attendance is a whole school issue as it can sometimes take more than one year to manifest
12. Semester 2: Consider a greater use of personal learning, assessment and homework rubrics
13. Semester 2: Develop the practice of unpacking, analysing and sharing with staff and School Council the data sets. These should be unpacked with focus groups as they are received and used for identifying emerging issues and proactively meeting the challenges. All staff should aim to become fully conversant with data and allow it to drive instruction and improvement. Gain an understanding of the relative growth data to reflect on the level of differentiation across the school. Current data indicates that most teaching is directed at the middle group of students
14. Semester 2: Develop confidential processes across the whole school for receiving feedback from students on the effectiveness of the teaching and learning program and indeed design these processes so that individual teachers can capture useful data on their performance
15. Semester 2: Post student survey data and invite student input into assisting the school to understand concerns and the practical actions which can be taken. It would be a viable whole staff activity to group issues, validate and prioritise them and plan strategies to address the issues raised in the Attitude to School Surveys – Students/Parents/Staff

