

2016 Annual Implementation Plan: for Improving Student Outcomes

4961

DONVALE PRIMARY SCHOOL 2016

Based on Strategic Plan 2015 - 2018

Endorsements

Endorsement by School Principal	Signed..... Name: Lena Clark Date: 23 rd March 2016
Endorsement by School Council	Signed..... Name: Evan Raftopoulos Date: 23 rd March 2016
Endorsement by Senior Advisor	Signed..... Name: Mark Flack Date: 17 th March 2016

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
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	

Initiatives Rationale:	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p>	
<p>The school has a focus in providing a dynamic, collaborative and caring learning environment for our students. The school data indicates the need to improve Writing and Numeracy outcomes. This has been identified in the SSP and our 2015 AIP. 2015 data shows a need to continue with this focus and so this is reflected in this 2016 plan. Emphasis on building practice excellence in data analysis and teaching Literacy and Numeracy will be prioritised working to ensure improved student outcomes particularly with Writing and Number. Student and parent opinion data continues to show a need for the school to continue its focus on developing student engagement with their learning, student voice and resilience. Inclusive of this is ensuring a safe and orderly environment where both Student and Parent opinion is telling us that behaviour management is an area for some concern. Consequently, we will continue to build on the behaviour management practices implemented in 2015. A leadership succession plan was not existent prior to 2014; the focus on leadership development ensuring a next generation of leaders for the school will continue.</p>	
Key Improvement Strategies (KIS)	
<p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Initiative:	KIS
Building Practice Excellence	<ul style="list-style-type: none"> Develop a consistent approach to the teaching of Literacy and Numeracy by consolidating whole school pedagogy and learning framework which uses a common language and common day to day practice.
Building Leadership Teams	<ul style="list-style-type: none"> Continue to build and deepen the capacity of all leaders and teachers in effective teaching and learning through distributive leadership.
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> Develop a comprehensive school wide approach for the development of social and emotional learning. Maintain and deepen the comprehensive approach for engaging all students in their learning.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																								
Goals To improve literacy and numeracy outcomes for every student across the school with a particular focus on high quality instructional practice. To enrich teaching and learning practices for all with a focus on students becoming curious, more proactive learners and responsible global citizens.	Targets <ul style="list-style-type: none"> To have all students deemed capable make at least one year's growth as indicated by the Victorian Curriculum in both Literacy and Numeracy. By 2018 60% of deemed capable students Prep – Year 6 to be rated A or B in strands of English and Mathematics (Reading, Writing and Number). To increase the proportion of students making high relative growth (in the top two NAP Bands) for each Year 3 cohort by the time they reach Year 5. <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>50%</td> </tr> </tbody> </table>		2014	2018	Reading	13%	40%	Writing	16%	40%	Numeracy	28%	50%																																											
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12 month targets <ul style="list-style-type: none"> To have all students deemed capable make at least one year's growth as indicated by the Victorian Curriculum in both Literacy and Numeracy. By end of 2016, at least 40% of deemed capable students in Prep – Year 6 be rated A or B in strands of English and Mathematics (Reading, Writing and Number). – Teacher judgement data <table border="1"> <thead> <tr> <th>2015 Teacher Judgement AusVELS</th> <th>Foundation % Rated A & B</th> <th>Year 1 % Rated A & B</th> <th>Year 2 % Rated A & B</th> <th>Year 3 % Rated A & B</th> <th>Year 4 % Rated A & B</th> <th>Year 5 % Rated A & B</th> <th>Year 6 % Rated A & B</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44.68</td> <td>45.23</td> <td>45.16</td> <td>53.65</td> <td>65.21</td> <td>58.07</td> <td>48.49</td> </tr> <tr> <td>Writing</td> <td>23.40</td> <td>21.42</td> <td>22.58</td> <td>36.58</td> <td>52.17</td> <td>67.74</td> <td>51.52</td> </tr> <tr> <td>Number</td> <td>34.09</td> <td>11.90</td> <td>25.80</td> <td>43.90</td> <td>66.66</td> <td>51.61</td> <td>21.22</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To increase the proportion of students making high relative growth (in the top two NAP Bands) for each Year 3 cohort by the time they reach Year 5. <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2015 State Results</th> <th>2016 Targets</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>25.8%</td> <td>24.4%</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>35.5%</td> <td>24.2%</td> <td>38%</td> <td>45%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>19.4%</td> <td>24.3%</td> <td>25%</td> <td>40%</td> </tr> </tbody> </table>	2015 Teacher Judgement AusVELS	Foundation % Rated A & B	Year 1 % Rated A & B	Year 2 % Rated A & B	Year 3 % Rated A & B	Year 4 % Rated A & B	Year 5 % Rated A & B	Year 6 % Rated A & B	Reading	44.68	45.23	45.16	53.65	65.21	58.07	48.49	Writing	23.40	21.42	22.58	36.58	52.17	67.74	51.52	Number	34.09	11.90	25.80	43.90	66.66	51.61	21.22		2014	2015	2015 State Results	2016 Targets	2018	Reading	11%	25.8%	24.4%	30%	40%	Writing	16%	35.5%	24.2%	38%	45%	Numeracy	27%	19.4%	24.3%	25%	40%
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<p>Develop a consistent approach to the teaching of Literacy and Numeracy by consolidating whole school pedagogy and learning framework which uses a common language and common day to day practice.</p>	<ul style="list-style-type: none"> Revisit the use of Learning Intentions and Success Criteria. Continue to directly share teaching practice through a comprehensive peer coaching program based on modelling, observation and evidence based feedback. Review instructional / learning time throughout the week as outlined in school Literacy and Numeracy Plans. Implement Learning Walks across the school and others schools to embed best practice. The use of coaching will be explored for all staff in key curriculum areas - Writing / Numeracy practise. 	<ul style="list-style-type: none"> Staff will have been involved in professional learning around Learning Intentions and Success Criteria. Curriculum Day All staff will have been involved in professional learning around Peer Observation. Protocols and procedures will be trialled and developed. There will be professional learning on the importance of time on task and a balanced curriculum. Time will be regularly set aside to allow for Learning Walks to take place. The viability of a coach will have been carried out in regard to financial commitments. 	<p>Term 2</p> <p>Leadership Team Leaders Teachers</p> <p>Leadership All Teachers</p>	<p>Ongoing</p> <p>Weekly</p> <p>End Term 3</p> <p>End Term 2</p>	<p>2016 Reading, Writing and Numeracy targets have been achieved by:</p> <ul style="list-style-type: none"> Learning Intentions and Success Criteria evident in all teaching spaces and in teacher planning. Teachers show evidence in PDP. developing more consistency in Literacy and Numeracy teaching through peer observations becoming a regular part of each staff member's repertoire. Teacher's document and show evidence in PDP. literacy 2 hour block, Numeracy 1 hour block implemented. Documented in teachers' planners. regular learning walks implemented - documented in Professional Learning Plans. coach employed with student data in areas of Writing and or Numeracy showing improvement.
<p>Implement a consistent whole school approach to assessment and planning that ensures the curriculum is differentiated to cater for all students.</p>	<ul style="list-style-type: none"> Review protocols and practises for effective PLT's. Use PLT's to discuss and use data to better inform teaching and cater to the needs of all students and differentiated learning. Review student performance data and identify areas of improvement for each cohort of students in the school. Teaching teams work collaboratively to develop strategies for improvement in the target area. Identify students 'at risk' and provide enhanced intervention and support for their learning (ILP's). 	<ul style="list-style-type: none"> Produce data sets for analysis eg. NAPLAN, all surveys. Professional learning in data analysis to be implemented. Staff will be planning in PLT's with established protocols. School Data is used to identify students 'at risk'. Specific programs and resources are targeted at these areas eg. Literacy Intervention Program. Staff will engage in professional dialogue during planning and PLT meetings to determine appropriate intervention strategies for each student. 	<p>Leadership PLT Leaders All Teachers</p> <p>Assistant Principal All Staff</p>	<p>Term 2</p> <p>Ongoing</p> <p>End Term 1</p>	<ul style="list-style-type: none"> Staff will be using data to inform their teaching. Student achievement data will have improved through NAPLAN relative growth data, teacher judgements and school based assessments. All teachers engaged in effective fortnightly PLT discussions occurring within teams. Documented in teachers' planners. ILP's documented. PLT discussions documented.

<p>Continue to build increased moderation across Literacy and Numeracy to ensure that teacher judgements are consistent across all levels to better inform instruction.</p>	<ul style="list-style-type: none"> To develop consistent teacher judgements on student outcomes, regular professional learning focused on developing clear understanding of Vic Curriculum Literacy and Numeracy standards will be provided. Teacher planning times will regularly include moderation of student Literacy and Numeracy learning. 	<ul style="list-style-type: none"> Regular scheduled professional learning will be scheduled on each term's professional learning plan. Weekly team planning times will be provided to all teachers with moderation of student learning an expectation on planning agenda. 	<p>Leadership Team Leaders All teachers</p>	<p>Termly</p> <p>Weekly</p>	<ul style="list-style-type: none"> Regular professional learning scheduled and delivered as evidenced by Professional Learning Plan. Teacher planners to show documentation of professional learning. Teacher planning to show evidence of moderation discussions. Further evidenced in teacher PDP's.
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ENGAGEMENT																																																													
Goals To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger engagement in their learning.	Targets Increase the 'Learning Confidence', 'School Connectedness', 'Stimulating Learning', and 'Student Motivation' measures on the Student Attitudes to School Survey to be at or above state results for all cohorts over the life of the Strategic Plan.																																																												
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Maintain and deepen the comprehensive approach for engaging all students in their learning.	<ul style="list-style-type: none"> Embed opportunities for higher order thinking and reflective learning within the teaching and learning program. Teachers to make specific plans to provide enhanced feedback to students about their learning. 	<ul style="list-style-type: none"> Provide professional learning focused on developing teacher knowledge in planning for higher order thinking and reflective teaching and learning into their programs. Provide professional learning focused on the giving and receiving of effective and constructive feedback. Formalise feedback and reflection processes for teachers and students 	Leadership All Teachers	End Term 3	Targets will be met by: <ul style="list-style-type: none"> teacher planners documenting the inclusion of activities to promote higher order thinking and student reflection. Feedback and reflective protocols documented in teachers planners and evidenced in student learning. Student Opinion Survey results in Learning Confidence, School Connectedness, Stimulating Learning, Stimulated Learning, Student Motivation and Teacher Empathy will be trending upwards.
Increase involvement and participation in student decision making and goal setting through enhanced student voice.	<ul style="list-style-type: none"> Student forum with Leadership to ask how they would like to be involved in the running of the school. Explore student opinion on their classes – teaching strategies, feedback received from teachers, level of challenge. Maintain a Student Leadership Program which enhances positive role modelling and provides student leaders with roles of responsibility. 	<ul style="list-style-type: none"> Protocol developed for conducting regular student forums to explore student opinion on their classes and learning. Forums held twice per year. Senior teachers meet individually with all senior student to gain feedback on student learning. Build on existing opportunities for students to develop student voice and build leadership capabilities. eg. SRC, School Captains, House Captains, Peer Mediators, Science / Sustainability Leaders, Lunch clubs and Choir Captains. 	Leadership All Teachers Senior teachers All Teachers	Terms 2 & 4	<ul style="list-style-type: none"> Student forums conducted. Student Opinion Survey results in Learning Confidence, School Connectedness, Stimulating Learning, Stimulated Learning, Student Motivation and Teacher Empathy will be trending upwards. Respond to feedback received from students during forums and individual teacher meeting.
Maximise the potential of ICT to improve learning and connect students and staff to other school communities and global learning opportunities.	<ul style="list-style-type: none"> Develop teacher capacity in providing engaging and innovative ICT teaching and learning programs to better connect students with their teachers, learning and the global community. Consistently use C21 technology (phones, iPads, Tablets etc) within classrooms and enhanced recoding and communication platforms (blogs, Wikis, web pages) to better connect students with their teachers, learning and the global community. 	<ul style="list-style-type: none"> Provide ongoing professional learning to all staff on the effective use of ICT in the teaching and learning program. Review ICT Scope and Sequence. 	ICT Coordinator ICT Curriculum team All staff	End Term 3	<ul style="list-style-type: none"> Teachers effectively plan the use of ICT into their teaching and learning program. Evidenced in teacher planning documents and PDP's. ICT Scope and Sequence completed and implementation commenced. Observed in usage during class sessions.

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WELLBEING																																																								
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Targets	<p>To improve the following measures in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> ▪ Student morale for Boys and Girls to 6.10 in 2018 ▪ Student Distress for Boys and Girls to 6.20 in 2018 <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td style="text-align: center;">5.89</td> <td style="text-align: center;">6.10</td> </tr> <tr> <td>Student Distress</td> <td style="text-align: center;">6.02</td> <td style="text-align: center;">6.20</td> </tr> </tbody> </table> <p>Increase the <i>'Connectedness to School'</i>, <i>'Connectedness to Peers'</i>, <i>'Students Safety'</i> and <i>'Classroom Behaviour'</i> measures on the Parent Survey to be within the 3rd quartile or higher over the life of the Strategic Plan.</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th>Parent Survey</th> <th>2014 Mean Factor Score</th> <th>2015 Mean Factor Score</th> </tr> </thead> <tbody> <tr> <td>Connectedness to School</td> <td style="text-align: center;">5.82 2nd quartile</td> <td style="text-align: center;">5.67</td> </tr> <tr> <td>Connectedness to Peers</td> <td style="text-align: center;">5.56 1st quartile</td> <td style="text-align: center;">5.64</td> </tr> </tbody> </table>		2014	2018	Student Morale	5.89	6.10	Student Distress	6.02	6.20	Parent Survey	2014 Mean Factor Score	2015 Mean Factor Score	Connectedness to School	5.82 2 nd quartile	5.67	Connectedness to Peers	5.56 1 st quartile	5.64																																					
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KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop a comprehensive, school-wide approach for the development of social and emotional learning.	<ul style="list-style-type: none"> Implement second phase of the 'KidsMatter' initiative focused on development of students' social and emotional wellbeing. Continue with school's involvement with DET's 'Resiliency in School Program'. Parent forums planned to support parents' knowledge and understanding of developing their child's social and emotional wellbeing. 	<ul style="list-style-type: none"> Professional Learning provided to all staff following KidsMatter guidelines. Professional learning budget to consider release of teachers to attend KidsMatter PL and to allow for any required resources. 'Resiliency in Schools' grant money to be utilised to support professional learning and continued implementation of program into the school. Funding allocated to support visiting 'experts' to present at parent forums. 	KidsMatter team Leadership All Staff	Ongoing scheduled in staff Professional Learning meetings throughout the year.	<p>By end of 2016, targets achieved in following by:</p> <ul style="list-style-type: none"> second phase of 'KidsMatter' fully implemented. Professional Learning evidenced in school's Professional Learning plan. student Opinion data trending upwards in the areas of Student Morale, Student Distress, Connectedness to Peers and Classroom Behaviour. DET Parent survey trending upwards in areas of Connectedness to school, Connectedness to Peers, Student Safety and Classroom Behaviour. KidsMatter parent survey showing a positive parent opinion of SEL program. school devised Parent survey indicates a positive perception of wellbeing practices across the school.
Develop a strategic and co-ordinated approach to supporting student wellbeing through classroom and extra-curricular support programs.	<ul style="list-style-type: none"> Implement the 'Bounce Back' program across whole school. Continue to build on existing behaviour management practices ensuring a consistent approach to managing classroom and playgrounds behaviours across the school. Time Out Procedures implemented – data collated and acted upon. 	<ul style="list-style-type: none"> Funds allocated to support teacher professional learning and resources. Ongoing PL on behaviour management – Canter approach provided to all staff. Consistent expectations of student behaviours confirmed by 'Student Code of Conduct' book. 	KidsMatter team All Staff	End Term 2	<ul style="list-style-type: none"> Documented in teachers' planners. PL evidenced in school's Professional Learning Plan Parent survey trending upwards in areas of Connectedness to school and Connectedness to Peers. School devised Parent survey indicates a positive perception of wellbeing practices across the school.
Develop the role of student wellbeing officer.	<ul style="list-style-type: none"> Continue to employ a School Chaplain / Student Wellbeing Officer and develop the role further to support student social and emotional wellbeing. 	<ul style="list-style-type: none"> Budget allocation to support employment of Chaplain supported by CVAAT. 	Leadership All Staff	Ongoing	<ul style="list-style-type: none"> School devised Parent survey indicates a positive perception of wellbeing practices across the school. Student Opinion data trending upwards in the areas of Student Morale, Student Distress, Connectedness to Peers and Classroom Behaviour.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To effectively manage staffing profiles within budget constraints while providing a rigorous and engaging education.	Targets	Ensure a sustainable and equitable plan for future which supports the philosophy of the school.		
		12 month targets	Continue to strengthen succession planning to guarantee a pipeline of next generation leaders.		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Continue to build and deepen the capacity of all leaders and teachers in effective teaching and learning through distributive leadership.	<ul style="list-style-type: none"> Continue to enhance school based leadership development and access by aspirant leaders to powerful external leadership programs. Encourage potential leaders to undertake professional learning courses in leadership. Provide leadership roles and responsibilities within the school setting. eg. SIT, PLT Leaders, Curriculum Coordinators 	<ul style="list-style-type: none"> Provide appropriate levels of budget funds to support professional learning in leadership development. 	Principal Assistant Principal Aspirant leaders	Ongoing	<ul style="list-style-type: none"> Distributive leadership model in place. Leadership roles and responsibilities to be evidenced in teacher PDP's. Clearly defined roles and responsibilities documented in Roles and Responsibilities document.
Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets.	<ul style="list-style-type: none"> Full implementation of cutting edge ICT infrastructure including BYO devices. Provision of expertise through professional learning to strengthen leadership, pedagogy and to assist with curriculum documentation. 	<ul style="list-style-type: none"> Budgets allocated for ongoing upgrades and management of ICT across the school. Targeted professional learning planned and budgeted for. 	Leadership All Staff	End Term 3	<ul style="list-style-type: none"> Staff has enhanced access to technology hardware. Staff has further developed capabilities in use of technology for teaching and learning – evidenced in planners and PDP's. All staff has further identified growth in their instructional practice – evidenced in PDP's. SRP to show financial surplus

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
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