2016 Annual Implementation Plan: for Improving Student Outcomes

3551

Belgrave South Primary School

2016

Based on Strategic Plan 2013-2016

## Endorsements

|  |  |
| --- | --- |
| Endorsement by School Principal | Signed:  Name: Kerryn Baillie  Date……10 March 2016 |
| Endorsement by School Council | Signed……………………………………….  Name: Peter Hoefler  Date…10 March 2016 |
| Endorsement by Senior Advisor | Signed D:\Users\02206994\Desktop\Denise Kotsikas.JPG  Name: Dense Kotsikas  Date 24 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 |
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| **Professional leadership** | **Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence |
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| **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 |
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| **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.

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| **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 |  |

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| --- | --- |
| **Initiatives Rationale:**  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. | |
| **Curriculum Planning and Assessment:** We have chosen this initiative to support our approach to improving student achievement, particularly in writing. Current NAPLAN Writing data shows a slight increase from 2014 data but we are still preforming below state expectations in the area of writing in grade 3. Our grade 5 students have dropped below the state in writing. We have decided to continue our focus on writing, based on building teacher capacity in the key area of utilising data to inform planning, delivery and assessment of a differentiated curriculum that improves achievement outcomes for all students through the use of the Six Traits of Writing. | |
| **Key Improvement Strategies (KIS)**  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. | |
| **Initiative:** | **KIS** |
| Building practice excellence | * Build teacher capacity to develop and implement teaching and learning programs that enable students to build skill and confidence in self-directed learning * Build teacher capacity to utilise feedback to implement evidence based literacy (writing) teaching strategies |
| Curriculum planning and assessment | * Strengthen data literacy to support differentiation of in planning for individual student needs * Build teacher capacity in assessment practices to effectively plan for and assess teaching and learning |

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| **ACHIEVEMENT** | |  | | | | | |
| **Goals** | To improve literacy and numeracy in student learning across the school. | **Targets** | | * 95% of students at years prep to year 6 to achieve at or above their expected AusVELS level * The school mean for students at years 3 and 5 for NAPLAN literacy and numeracy will be within the SFO percentile range by 2016. * Matched cohort growth in NAPLAN in literacy and numeracy to exceed the state growth. | | | |
| **12 month targets** | | 2015 Sem 2 AusVELS results below. Target is to increase or maintain levels to at least 95%   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Reading and viewing** | **Prep** | 100.0% | **Speaking and listening** | **Prep** | 100.0% | **Writing** | **Prep** | 100.0% | | **Year 1** | 84.85% | **Year 1** | 87.88% | **Year 1** | 78.79% | | **Year 2** | 87.23% | **Year 2** | 93.62% | **Year 2** | 85.11% | | **Year 3** | 97.5% | **Year 3** | 97.44% | **Year 3** | 95.0% | | **Year 4** | 100.0% | **Year 4** | 100.0% | **Year 4** | 97.3% | | **Year 5** | 92.31% | **Year 5** | 92.31% | **Year 5** | 84.62% | | **Year 6** | 96.0% | **Year 6** | 92.0% | **Year 6** | 84.0% | | **Prep - 6** | 93.92% | **Prep - 6** | 95.04% | **Prep - 6** | 89.73% | | | | |
| **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 provide professional learning for every teacher at the school on a regular basis so that they build the skills and confidence for students to self-direct their learning | * Develop clear understandings and expectations in the teaching of writing | | Professional Development in the Six traits of Writing  Up skill new staff in current teaching practises and expectations at BSPS including CAFÉ | | Carol | Ongoing | Staff and key leaders have undertaken intensive professional learning and it is evident that the quality of instruction has improved.  Professional Learning Schedule |
| * Ensure consistency in planning from Foundation to Grade 6 | | Leadership team in consultation with teaching staff to develop consistent planning templates. | | Carol | Semester 1 | Planners developed and in use weekly and stored on a shared Dropbox. |
| * Monitor documentation | | Regular discussions about content and differentiation in planning for individual student needs  Ensure planners are based on the Victorian Curriculum | | Kerryn  All teachers | Ongoing | Documentation accessible and consistently catering for individual student learning needs.  Documented Individualised Learning Plans |
| * Provide strategies, support and feedback in spelling and the 6 traits of writing | | Coaching sessions for graduates | | Carol and Carla  Team leaders | Term 1 and ongoing | 6 traits of writing, writers workshop and 5 strategies of spelling evident in weekly planners  Visual displays and common language being used throughout the school.  Consistent use of rubrics to monitor improvements in student writing  Students can articulate how they can use the writing traits and the 5 Spelling strategies to improve their writing.  Spelling journals and Flip Charts in use. |
| Coaching sessions for classroom teacher 1s | | Carol and Carla  Team leaders | Term 2 onwards |
| * Collection of baseline data | | Collating of South Australian Spelling  Spelling analysis once per term as per assessment schedule | | Class teacher G1-6  Carol | February  November | Increase in spelling age |
| * Monitor Assessment | | Provide time and facilitate professional discussions around NAPLAN results. | | All teaching staff  Leadership team | Late term 3 – When available | Increase in results from prior years specifically in writing and spelling  Majoring of students achieving medium to high relative growth |
| Provide time and facilitate professional discussions around Teacher Judgements | | Start of term 3 |

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| **ENGAGEMENT** | |  | | | | | |
| **Goals** | Review effectiveness of all programs related to Student Engagement and Wellbeing. | **Targets** | | From 2013 to 2016 the means for year 5 and 6 in the student attitudes to school survey to improve to be better than the state means in the selected variables – **school connectedness, connectedness to peers,** classroom behaviour and student safety.  From 2013 to 2016 the means in the DEECD parent survey to improve to be better than the state means in selected variables: General Satisfaction, Behaviour Management and **Student Motivation**. All areas of BSPS initiated Parent Survey to improve from 2012 Data. | | | |
| **12 month targets** | | **POS- Students Motivation 5.82 (State: 5.59)**  **Student Motivation 2012: 5.41 2015: 5.82 2016 target: 5.90**  **Student Attitude to School - School Connectedness 2015 grade 5 & 6:** 4.52 (state: 4.39) **Connectedness to peers:** 4.30 (State:4:32)  **Attendance data:** 2015 absent average 12.59days | | | |
| **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** |
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| Review all practices and policies related to partnerships with parents and the broader community. | Hold a Community meeting to commence the process of the School Review. | | School council to facilitate feedback session | | Kerryn/Carol  SC President  School Council | During 2016 | Feedback received, analysed and monitored by leadership and school council |
| The online Parent Survey (as per 2012) conducted in May and any concerns addressed in an action plan, monitored by School Council | | Use current communication methods to gain feedback via technology | | Kerryn | Mid year |
| Conduct self evaluation | | Following the format for the school review | | Kerryn  Leadership team | Mid year | Completion of the self evaluation |
| Parent Helper Training – to enhance support for individual learning needs | | Run multiple and diverse sessions to up skill adult helpers in the school to support with learning needs in writing and spelling | | Carol | During 2016 | Track participant numbers and feedback  Tracking specific students working with adult helpers. South Australian Spelling test and Sound Words Study Test to show improvements. Increase in spelling of Oxford high frequency words. |
| Monitor attendance | | Weekly attendance reviewed  High absentees followed up and support systems in place. | | Shelley  Carol/Kerryn  Visiting teachers | All year | Improvements in attendance rate |

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| **WELLBEING** | |  | | | | | |
| **Goals** | Articulate, document and implement a whole school approach to student engagement, learning and wellbeing. | **Targets** | | From 2013 to 2016 the means for year 5 and 6 in the student attitudes to school survey to improve to be better than the state means in the selected variables – school connectedness, **connectedness to peers, classroom behaviour and student safety.**  From 2013 to 2016 the means in the DEECD parent survey to improve to be better than the state means in selected variables: General Satisfaction, **Behaviour Management** and Student Motivation. All areas of BSPS initiated Parent Survey to improve from 2012 Data. | | | |
| **12 month targets** | | POS. Behaviour Management 5.49 State: 5.46  Attitude to School:  Connectedness to peers: 4.30 (State:4:32)  Classroom behaviour: 2.91 state: 3.38 (Grade 6s well below)  Student safety: 4.19 State 4.35 (Grade 6s well below) | | | |
| **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** |
|
| Review effectiveness of all programs related to Student Engagement and Wellbeing | Review and make necessary adjustments to School Wide Positive Behaviour Framework | | Regular meetings | | Julie  SWPB team | 2016 | Audit of Student Engagement and Wellbeing programs completed and recommendations for improvement identified. |
| Tracking Gotchya awards  Class Dojo | |  |
| Build teacher effectiveness and efficacy so that they personalise learning for every student. | Evaluate effectiveness of the School Wide Positive Behaviour framework. | | Parents, staff and student surveys | |  |  | Surveys to show improvement in trend data |
| Develop partnerships with parents and the broader community, by improving communication channels and gaining input. | Review all practices and policies related to partnerships with parents and the broader community. | | Hold a Community meeting to commence the process of the School Review. | | Kerryn/School Council | Term 2 | Parent attendance and participation |
| The online Parent Survey (as per 2012) conducted in term 2 and any concerns addressed in an action plan, monitored by School Council. | | Kerryn/School Council | Term 2 | Action Plan developed |

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| **PRODUCTIVITY** | |  | | | | | |
| **Goals** | To ensure that the allocation of resources (human, financial, time, space and materials) focuses on maximising the learning outcomes for all students. | **Targets** | | By the end of this Strategic Plan the following Staff Survey component scores will have shown stability or growth:   * Guaranteed and Viable Curriculum 2015 - 90.94 * Collective Focus on Student Learning from 2015 - 93.33 * School Climate Module Index from 2015 - 87.63 | | | |
| **12 month targets** | | By the end of this AIP the following Staff Survey component scores will have improved or maintained:   * Guaranteed and Viable Curriculum 2015 - 90.94 * Collective Focus on Student Learning from 2015 - 93.33 * School Climate Module Index from 2015 - 87.63 | | | |
| **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** |
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| Resourcing supports the schools priorities and enhances the schools efforts to improve educational achievement for all students. | * Review current technology provision with a focus on current usage and most suitable device to support this. * Ensuring financial resources are allocated to support the school’s priorities. * Use of the $16000 equity funding to provide in class coaching. | | * Commit financial and human resources to support implementation of writing * Employment of English coach * Continuation of the SURF program | | Kerryn  Carol  Carla  James | End of 2016 | * Improvement in the Parent Survey Variables as per the 12 month targets. |
| Resourcing supports the schools priorities and enhances the schools efforts to improve social, emotional and behavioural needs of the school community. | Ensuring financial resources are allocated to support the school’s priorities. | | * NSCP – Second year with our school chaplain who works with the leadership team to prioritise and cater for social and emotional needs * Provide financial assistance, as required, to support professional learning needs of the staff * Provide resources, support, time and financial assistance required to improve staff welfare needs * Purchase resources and materials as required to support the school wellbeing priorities of early learning, transitions, student engagement and student welfare | | Mandy  Kerryn  Leadership Team  Treasurer | End of 2016 | * Resources provided for the school chaplain * Professional learning plan reflects wellbeing priorities of the school * Improvement goals developed to meet staff welfare needs * Maintain and improve staff welfare as per ongoing survey and feedback results |

**Monitoring of** Annual Implementation Plan: for Improving Student Outcomes

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| **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** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. 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| **Develop clear understanding** |  | PD Planner, Team meetings, |  |  |  |
| **Consistent Planning** |  | Expectations set day 1 of year, stored in Dropbox, leadership and mentors monitor and give feedback. Additional PD schedule for new staff. |  |  |  |
| **Monitoring of Planning** |  | PDP reviews, classroom displays, planners easily accessible by all staff, mentor teachers assigned to graduates |  |  |  |
| **Coaching** |  | Literacy and numeracy coach in place and timetabled. They also provide PD to teachers. Assist with assessment. |  |  |  |
| **ENGAGEMENT** | | | | | |
| **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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| **Community Feedback** |  | Survey feedback |  |  |  |
| **Self-evaluation** |  | Draft form |  |  |  |
| **Volunteer training** |  | Training completed and repeated when new volunteers arrive |  |  |  |
| **Attendance** |  | Procedures in place. Phone call on second day. Absent learning plans, Visiting teachers. |  |  |  |
| **WELLBEING** | | | | | |
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| **Review of SWPB** |  | Team meeting and following progress, providing extra support. |  |  |  |
| **Evaluation of SWPB** |  | Monitoring through class dojo. Working with Monash University psychology students to collect data from sample grades. |  |  |  |
| **Policies** |  | VRQA accreditation in progress as part of our school review. |  |  |  |
|  |  |  |  |  |  |
| **PRODUCTIVITY** | | | | | |
| **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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Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. 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The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** |
| **Coaches in place** |  | Both literacy and numeracy coach in place. Successfully budgeted and supported by school council. |  |  |  |
| **Chaplain** |  | Funded through NSCP and in place until the end on 2017. |  |  |  |
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