

2016 Annual Implementation Plan: for Improving Student Outcomes

3505

Spring Gully Primary School 2016

Based on Strategic Plan 2013-16

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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:
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.

Building Practice Excellence – collective knowledge of what good teaching and learning looks like, continue to improve the consistency of teaching and learning through the provision of feedback (modelling, coaching, learning walks, peer observations, etc) and school-based professional learning
Building Leadership Teams - Staff changes – continuing to build leadership capacity

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	<ul style="list-style-type: none"> • Build consistency and quality of teaching practice across the school, through effective feedback and a culture of professional learning and collaboration • Build the capacity of teachers to engage students in their learning
Building leadership teams	<ul style="list-style-type: none"> • Review organisational structures and roles to optimise resources for effective team leadership

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve student learning outcomes with a particular focus on writing and numeracy.	Targets	Over 2013-2015 as a whole, the proportion of students achieving in the top two NAPLAN bands will be: Year 3 Reading: 65% Year 5 Reading: 50% Year 3 Writing: 55% Year 5 Writing: 40% Year 3 Numeracy: 70% Year 5 Numeracy: 40% For each year over 2013-2015, no student 'deemed capable' will achieve in the bottom two band		
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
Build consistency and quality of teaching practice across the school, through effective feedback and a culture of professional learning and collaboration	<ul style="list-style-type: none"> • Implement processes for supporting teachers to incrementally expand their mastery of high-impact techniques • Allocate time on a regular basis for teachers from different year levels and subject domains to meet and plan lessons together • Support teachers to collaborate, model and share effective practices, including across other schools in our network • Evaluate the effectiveness of school's classroom planning, particularly in relation to differentiation 	Coaching, Peer Observations, Learning Walks	Leadership team	Ongoing	Improved staff survey data relevant to this action, improved teacher judgements from 2015 baseline data
		Effective timetabling and leadership release	Leadership team	Ongoing	Improved staff survey data relevant to this action
		PLT meetings, Strategic meetings	Leadership team, PLT leaders	Ongoing	Improved staff survey data relevant to this action
		Included as part of our self-evaluation and school review	All staff	Term 2 and 3	Classroom planning evaluated and referenced in the school's self-evaluation and review documents
Review organisational structures and roles to optimise resources for effective team leadership	<ul style="list-style-type: none"> • Conduct professional readings on the most effective leaderships teams/structures • Investigate the leadership teams/structures of other schools, particularly those of a similar size 	Leadership meetings	Leadership team	Term 1	Leadership meeting minutes reflect professional readings and discussions based around these
		Leadership meetings	Leadership team	Term 1 and 2	Leadership meeting minutes reflect contact made with other schools and a leadership model is endorsed at the beginning of term 2

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve students' engagement in their learning.	Targets	By 2015, school means for the Attitudes to School Survey for the following measures will be: Student Morale 5.70 Stimulating Learning 4.18 Student Motivation 4.69 Learning Confidence 4.08		
		12 month targets			
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
Build the capacity of teachers to engage students in their learning	<ul style="list-style-type: none"> Implement school wide PoLT surveys that teachers can review and consider feedback from students to inform their teaching practice, and curriculum and lesson planning 	Surveys to be conducted during class time, buddies used to support junior students	All teachers	Term 1 and 3	Improvement in survey data from baseline data established in term 1
	<ul style="list-style-type: none"> Assess data, such as attitude to school survey, lateness to class, student absence, to identify existing issues and opportunities 	Provide classroom teachers with regular data on each student	Leadership team, all teachers	Ongoing	Absence levels and the number of late notes decrease from the 2015 baseline data
	<ul style="list-style-type: none"> Review Student Engagement & Wellbeing Policy 	Included as part of our self-evaluation and school review	All staff	Term 2 and 3	Student Engagement & Wellbeing Policy evaluated





Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To improve students' resilience and social skills.	Targets	By 2015, school means for the Attitudes to School Survey for the following measures will be: Student Morale 5.70 Stimulating Learning 4.18 Student Motivation 4.69 Learning Confidence 4.08		
12 month targets					
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
Enhance the whole-school approach to improving student wellbeing by building students' resilience and social skills	<ul style="list-style-type: none"> • Ensure students are provided with regular opportunities (i.e. daily/weekly) to provide feedback/discuss issues through the use of circle time • Implement the 'Let's Get Moving!' program to start 2016 as part of our Start Up/Learning to Learn program • Review whole-school social learning programs, including circle time, values education, bully busters, building resilience and drug education • Review Student Engagement & Wellbeing Policy 	<p>Included as part of each classrooms weekly planning</p> <p>Part of the Start Up/Learning to Learn program that runs during the first week</p> <p>Included as part of our self-evaluation and school review</p> <p>Included as part of our self-evaluation and school review</p>	<p>All teachers</p> <p>Diana, all staff</p> <p>All staff</p> <p>All staff</p>	<p>Ongoing</p> <p>Week 1, Term 1</p> <p>Term 2 and 3</p> <p>Term 2 and 3</p>	<p>Circle time is conducted weekly as a minimum, relevant areas of PoLT survey results improve between term 1 and 3, student attitudes to school survey data improves from 2015</p> <p>'Let's Get Moving!' program completed and feedback received from staff, students and parents</p> <p>Social learning program evaluated</p> <p>Student Engagement & Wellbeing Policy evaluated</p>

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To plan for succession.	Targets	Introduced after our SSP was done		
		12 month targets			
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 the capacity of our leaders	<ul style="list-style-type: none"> Identify, nurture and empower teachers with leadership potential and support their development through appropriate courses such as Bastow 	Professional Development budget, staff applications for course entry consideration	Principal, AP	Ongoing	Improved staff survey data relevant to this action
	<ul style="list-style-type: none"> Distribute leadership opportunities/capacity across the school 	Eliminate dual leadership roles whenever possible, provide time for leaders to work together	Principal, AP	Term 1	Leadership roles filled and role descriptions completed

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
	 Status	Evidence	 Status	Evidence	
PRODUCTIVITY					
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	