

2016 Annual Implementation Plan: for Improving Student Outcomes

1592

Maiden Gully Primary School 2016

Based on Strategic Plan 2014-2017

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.

Teacher quality has been shown to have the largest 'in school' impact on student outcomes, so it makes sense to focus our school improvement initiatives on further developing our teachers' capacity to deliver high quality teaching and learning programs.

2015 NAPLAN results show our school to be performing above average in Numeracy and Writing, but on state average for Reading, Spelling, Punctuation and Grammar. We will strive to maintain our results in Numeracy and Writing, and bring our results in the other measures above state averages. There will need to be some emphasis on strategies to enhance boys education in particular, as NAPLAN is showing a trend of boys outcomes being generally lower than for the girls at a cohort level.

NAPLAN also reveals we can do more to improve our results in student relative growth by challenging all of our students to achieve their potential. We will aim to be above state averages for students showing medium and high growth in all NAPLAN measures.

To improve student outcomes teachers will further develop their skills in collecting and analysing student learning data and applying their knowledge to improve individual student outcomes. To meet this need in literacy the school will employ a teacher 0.6 in 2016 to provide high level support to teachers in further differentiating the curriculum and working with designated students

The 2015 Staff Survey is showing the school in the lower quartile for Instructional Leadership, Academic Emphasis and Collective Focus on Student Learning. It seems there is an opportunity to provide a higher level of 'academic press' across the school to improve staff recognition of higher performance and raise student expectations.

The 2015 Parent Opinion Survey shows we are performing at or above state averages for all measures of student behaviour and student engagement. However parents have rated Behaviour Management in the second quartile. This indicates the need to review our Student Engagement Policy and procedures in relation to behaviour management, particularly for higher level incidents.

The School will continue to apply the Inclusion Self Assessment Tool to improve our practice in this area.

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
Curriculum planning and assessment	Build the capacity of staff to assess student learning and structure learning programs to the point of need with a focus on supporting students achieving below expected levels in literacy

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ACHIEVEMENT																						
Goals	To improve student achievement in Literacy and Numeracy.	Targets	<ul style="list-style-type: none"> Students, who are deemed capable from Year one to Year six, achieve at least one year's growth for one year's learning as verified through Teacher Judgment data. Prep students who are deemed capable achieve within the expected range evidenced through AusVELS. 																			
	12 month targets	What are the 2015 results and how do these suggest the 2016 targets should be set? <table border="1" style="margin: 10px auto; width: 80%;"> <thead> <tr> <th colspan="3">% Students Achieving at least one year's growth</th> </tr> <tr> <th>2014 Benchmark</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1" style="margin: 10px auto; width: 80%;"> <thead> <tr> <th colspan="3">%Prep Students Achieving within expected range</th> </tr> <tr> <th>2014 Benchmark</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				% Students Achieving at least one year's growth			2014 Benchmark	2015	2016				%Prep Students Achieving within expected range			2014 Benchmark	2015	2016		
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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																	
Build the capacity of staff especially in implementing and embedding teaching structures and models	Further embed High Reliability Teaching Practices (HRLTP – John Munro) across the curriculum	Staff Learning sessions	Travis Pool and HRLTP Team	One per term	Peer coaching and staff planning reflects the adoption of HRLTP, and explicit teaching models																	
		Travis and Team members to model strategies in classes.	Travis and HRLTP Team	ongoing																		
		John Munro PD curriculum day for HRLTP Team	Travis and HRLTP Team	TBC																		
		Peer coaching and 'train the trainer'.	Travis and HRLTP Team	Ongoing and training TBC																		
		Develop scope and sequence for HRLTP	Travis and HRLTP Team	Term 1																		
		Investigate partnering other school	Travis and HRLTP Team	Term 1																		
		Review and develop current school spelling program	Travis and Spelling Team	Term 2																		
Continue to embed PMST initiatives and the Numeracy Instructional Model across the curriculum	Staff Learning and PLT sessions to re-visit explicit teaching instructional model	Charles Lovitt PD	Karly O'Toole	29 February	Maths curriculum documentation reflects the adoption of the Numeracy Instructional Model and PMST initiatives																	
		Maths On-line Interviews (MOI) conducted with all 2016 Year 4 students	Karly O'Toole	Term 1																		
		MOI for all Prep to Grade 2 students conducted by LaTrobe Uni students twice a year.	Dom	Term 2 & 4																		
		Teachers to further develop skills in mathematical investigations to apply learning	Dom and Numeracy Team	Term 1 and ongoing.																		
		Focus on measurement and geometry, probability and statistics	Dom and Numeracy Team	Term 2 and ongoing																		
		Peer observation/coaching in a Deeper Learning project.	Jordan and Kylie	Each term		Peer coaching reflects the adoption of HRLTP, Deep Learning and explicit teaching models.																
Peer Coaching to be planned in partners within Year Level Teams (and/or PLTs), & Specialist																						

		Teams with a focus on using New Pedagogies to enhance and evaluate student use of the 6Cs.			
		HRLTP peer coaching and train the trainer	Travis and HRLTP Team	Ongoing and training TBC	
Further develop Professional Learning Teams		PLT meeting proforma developed to focus on data and teaching and learning	Jordan	February	The meeting schedule reflects staff meeting regularly in teams to discuss data and teaching and learning.
		Staff PD first days back to detail roles of PLTs and Team meetings	John	February	
		Meeting schedule developed.	Jordan	Start of each term	
Further embed an explicit teaching model across the curriculum		PLT meetings focus on explicit teaching models. Include explicit teaching models in Deeper learning and project based learning.	PLT Leaders, Kylie & NPDL Team	Ongoing	Critical friends (Munro, Watts, Blanks, McPherson) support professional learning
Further embed New Pedagogies for Deep Learning (NPDL) across the curriculum		Curriculum planning to include the four design elements of NDPL with focus of developing learning partnerships.	Kylie	Each term	Peer coaching and staff planning reflects the adoption Deep Learning; Learning Partnerships, New Pedagogies, Leveraging Digital and Learning Environment.
		Continued development a Deep Learning Activity Bank through the Peer Coaching model.	Kylie and NPDL Team	Each term	
		Development of Deep Learning Posters for use throughout the school	Kylie	Term 2	
		Support teachers with changes to the Victorian Curriculum in the area of Digital Learning through staff learning and the offering of webinars as appropriate.	Kylie and NDPL Team	Term 3	
		Continue to support staff through Staff Learning with the use of Digital Learning in their classrooms through programs, websites, and 'tech tips'.	Kylie and NPDL Team	Staff Learning sessions – each term.	
		Continued development of a Deep Learning Activity Bank with a focus on the four Learning Design Elements to enhance the 6Cs in activities	NPDL Team and year level teams	Each Term	
		Review of Throughlines used for Integrated Inquiry from Prep-6 to reflect Deep Learning.	Kylie	Each term	
		Audit of Throughlines to reflect Deep Learning and changes to the Victorian Curriculum ready for 2017.	Kylie and NPDL Team	Term 3	
	Explicitly teach, and communicate to parents, strategies for the safe use of mobile devices and the internet. Join special days such as eSmart Day	Kylie	Ongoing eSmart Day		
Embed a culture of high expectations in the School		Continue to manage physical resources and provide the best technology we can to support teachers to "Leverage Digital."	PLT Leaders	Ongoing	Student achievement is appropriately recognised and celebrated throughout the school. Student learning growth is monitored and action is taken to improve the learning growth of students who are underperforming. NAPLAN results show Grade 5 students are on or above state average for medium and high learning growth for all measures.
		PLT Meeting Template to include extension and academic emphasis related to individual student learning data.	Jordan	February	
		PLTs / Teams to provide teaching and learning strategies to extend students.	PLT Leaders	ongoing	
		Focus on value adding to all students learning to increase the percentage of student showing medium and high growth.	PLT Leaders	ongoing	

		Student academic effort is recognised and celebrated across the school	PLT Leaders	ongoing	Teachers are encouraging student academic effort across the school with common language and student awards.
	Develop and implement teaching and learning strategies designed to enhance boys educational outcomes.	Investigate boys education strategies, eg Ian Lillico and share with staff to scope out future response.	Travis, Kylie and John	Term 2	Strategies to enhance boys' educational outcomes are researched and scoped for future implementation.
		Conduct literature review on boys education research	Travis, Kylie and John	Term 1	
		Lyn Watts' PD to include strategies related to boys education	Travis, Kylie and John	Term 2	
Build the capacity of staff to assess student learning and structure learning programs to the point of need with a focus on supporting students achieving below expected levels in literacy	Implement Arrow Program for three days per week.	Employ additional staff member with the responsibility of providing literacy support to teachers and students.	John	Review annually	Literacy Support provided for low achieving students in the Junior school PLT time will be used to monitor student learning and addressing teaching and learning practice Junior PLT will undertake targeted assessment and adapt practice according to collected learning data Data will be collected and collated annually (November) and an ongoing report compiled on the effectiveness of the ARROW program
		PLTs meet regularly with a focus on individual student learning data to devise common strategies for student learning.	PLT Leaders	ongoing	
		Literacy Support teacher will meet regularly with the Junior PLT to provide advice and support	Jeldee	ongoing	
		Literacy Support teacher will analyse student data and track growth of students included in the ARROW program.	Jeldee	Ongoing – reporting to PLT Leaders	

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ENGAGEMENT																																
Goals	To continue to enhance high levels of student engagement in learning and connectedness with their peers, their teachers, their school and community.	Targets	<ul style="list-style-type: none"> Average absence days to be equal or better than state. The following ATS variables to be in the top 25% of schools: Connectedness to Peers, Student safety, Stimulating Learning, Student Motivation. MGPS uses the local student safety survey as a further data source to intervene and improve outcomes. 																													
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Continue to enhance practices and procedures for managing student attendance	Promote strong student attendance	Continue 'Attendance Puppet' award system for class rewards and 100% Attendance Award. Promote attendance strategies- <ul style="list-style-type: none"> Contact- call home – 3 Day Rule Parent Support Group Meetings Absence Learning Plans Selling Tomorrow Every Day Counts- DET Resource Student Mapping Tool Promotions for Unapproved Absences- <ul style="list-style-type: none"> Absence Notes- Pro-Active Email/Phone Calls/Verbal/Tiqbiz eCases – be vigilant 	Jordan Wellbeing Team	Ongoing	Attendance regularly awarded and recognised at school assemblies																											
		Introduce 'Outstanding Attendance' Award for students with above 98% attendance with approved absences.	Jordan Wellbeing Team	Term 1	New Award implemented and awarded on a term basis																											
Continue to embed the 'Name It /Bystander' language as strategies to enhance student engagement and connectedness	Re-visit bystander and name it strategies to include restorative approach	Explicit Lessons	Wellbeing Team All Staff	Term 1 & Ongoing	Staff, students and school community have a common language and understanding of the School Values																											
		Restorative Questioning Cards Restorative PD- Staff Learning Review the yard approach to behaviour	Jordan Wellbeing Team	Term 2 & 3	Matrix developed and trialled for all locations in the school Expected behaviours have been explicitly taught to students																											
		Student safety survey	Jordan Wellbeing Team	Term 3	Improved structure around student management and consistent procedures implemented Data used to address particular behaviours of concern																											
Develop strategies to optimise student resilience	Continue the implementation of Resilience strategies, including regular lessons	Adding 'Game Factory' Program to the resources. (Wilson McCaskill)	Jordan Wellbeing Team	Term 1	All classrooms teaching lessons around resilience																											
	Continue with weekly Resilience awards	Promotion throughout the school Continue to use the language in the school	Wellbeing Team	Ongoing	Resilience Awards made weekly																											

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WELLBEING																																																	
Goals		Targets	<ul style="list-style-type: none"> Attitude to School Survey targets – Student Morale, Student Distress to be in the top 25% of schools. Parent Opinion Survey targets – Student Safety to show improvement over the life of the Strategic plan. Staff Opinion Survey targets - “Collective Efficacy” and “Teacher Collaboration”, improves over the life of the strategic plan. 																																														
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Continue to build staff capacity to optimise student wellbeing and morale in their classes and across the school	Provide professional learning for staff in restorative conversations.	Embed common language underpinned by the school values Use strategies that continually use the language of our school values & restorative practice. Staff Learning- Restorative Practice	Jordan Wellbeing Team	Term 2	Restorative conversations conducted between staff and students using a common language																																												
		Develop a Behaviour Matrix incorporating each of the school values Ensuring a Holistic & Positive Behaviour Approach	Jordan Wellbeing Team	Term 2 & 3																																													
	Review the approach to student class exits/detentions which includes a restorative conversations between staff member and student	Collect student behaviour data and analyse for patterns and areas of concern.	Wellbeing Team	Term 3	All class exits and detentions are followed up with a restorative conversation Student morale and wellbeing shows evidence of improvement																																												
		Review and update student behaviour management policy and procedures to reflect a restorative approach to student behaviour management.	Jordan Wellbeing Team	Term 2 & 3																																													
Promote a positive school culture and positive relationships for parents, staff and students	Acknowledge, value and respect staff	Staff achievements are recognised in school internet forums, assemblies and newsletters	Wellbeing Team	Ongoing	ESS and Teacher’s Days are celebrated. Staff achievements are acknowledged publicly.																																												
	Continue to use the Inclusion Self Assessment Tool to evaluate our inclusive practice	Wellbeing team will work through the Tool Staff Learning on Inclusion	Wellbeing Team	Ongoing	Action taken on any areas below expected standards																																												
		Staff Learning session on Inclusion will be delivered	Wellbeing Team	Term 4																																													
Sub schools seek input from parents after major events to encourage higher levels of engagement, participation and feedback	Survey monkey after major events followed by discussions of survey data	Wellbeing Team	Ongoing	Feedback collected, analysed and acted upon																																													

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PRODUCTIVITY																																																													
Goals		Targets	<ul style="list-style-type: none"> Staff Opinion Survey targets - “Collective Efficacy” “Teacher Collaboration”, “Collective focus on student learning”, “Protecting/Buffering” and “Parent and Community Involvement” improves over the life of the strategic plan. Parent Opinion Survey variable “School Improvement” and “Extra-Curricular” show improvement over the life of the Strategic Plan. Attitude to School Survey variable “Stimulating Learning” is in the top 25% of schools. 																																																										
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Percentile	2014	2015	2016																																																										
Stimulating Learning	66.6	70.8	75																																																										
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																																																								
Allocate resources to build staff capacity and enhance student learning outcomes	Provide sufficient funds to employ literacy support teacher 0.6 EFT	Equity funding: \$34,000 (2016) SRP : \$23,000 (2016)	John	October	Literacy Support teacher is employed Literacy Support provided for low achieving students in the Junior school Junior PLT will undertake targeted assessment and adapt practice according to collected learning data																																																								
	Provide regular, scheduled time for whole staff professional learning meetings, Professional Learning Teams and Peer Coaching	Timetabling Balance meeting schedules CRT release	Jordan	Before end of each term for the next term.	Whole school Professional Learning Plan reflects the priority areas of the Annual Implementation Plan Meeting schedule reflects staff meeting regularly in PLTs A schedule for peer coaching is developed and implemented. Staff learning is recorded against the goals of their Performance and Development Plans																																																								
Continue analysis of data to identify and be responsive to student needs	Analyse literacy and numeracy data within PLTs and as a whole school to guide teaching programs and to ensure students are learning at the point of need	Numeracy and Literacy – whole school moderated tasks Assessment schedule	Jeldee		The majority of PLT time will be dedicated to monitoring student learning and addressing teaching and learning practice Junior PLT will undertake targeted assessment and adapt practice according to collected learning data Data will be collected and collated annually (November) and an ongoing report compiled on the effectiveness of the ARROW program																																																								

	Collect feedback data from parents in a timely manner regarding the effectiveness of events across the school	Webpage Survey monkey Optional emailed newsletter – links to surveys			Data collected, analysed and acted upon Learning programs are personalised to student needs
Continue alignment of resources to the achievement of the Strategic Plan and Annual Implementation Plan targets	Continue updating new screens in classrooms across the school in a managed rollout. Purchase of small group sets of netbooks for Year 2 for in-classroom use. Purchase of Casper iPad Management System and AirBook to manage P/1 iPads.		Kylie and SIPS Team	End Term 1	1:1 Netbook program for Grades 3-6 ongoing. Netbooks for Grades 1 & 2 upgraded. All classes using hovercams and screens.
	Deliver a budget with a strategic surplus		John/ Doug & Jade	Ongoing monitoring December for 2017	
Continue to enhance internal and external learning spaces	Enhance the school grounds and play equipment with the introduction of...		Jordan and Environment Committee		

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		