

2016 Annual Implementation Plan: for Improving Student Outcomes

[5190]

[PATTERSON LAKES PRIMARY]

[2016]

Based on Strategic Plan [2016-2019]

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:	
<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 through its Peer Review during 2015 has identified a need to continue it's progress of building teacher capacity to improve student learning outcomes, in particular to increase the percentage of students who achieve above the expected level and to increase the percentage of students in the High Growth area for NAPLAN. The school also has a need to build leadership teams through leadership professional development for leaders and aspiring leaders to ensure successful succession planning.</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"> • Embed an agreed P-6 instructional model in Reading, Writing and Mathematics. • Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong internal accountability. • Use a range of assessment to inform planning for teaching practice that differentiates learning to ensure personalised learning growth for each student.
Building leadership teams	<ul style="list-style-type: none"> • Provide opportunities for the school's Leadership team members and aspiring leaders to partake in leadership professional development.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	<p>To improve student achievement in literacy and numeracy.</p> <p>To improve student achievement in Science.</p>	Targets	<p>A. Increase the percentage of students achieving above the expected achievement levels in all assessments of literacy and numeracy.</p> <p>B. Increase the percentage of students achieving at and above the expected level in Science.</p> <p>C. Ensure alignment between NAPLAN data and teacher judgements.</p> <p>D. Increase the percentage of students achieving high growth on NAPLAN relative growth assessments.</p>		
	12 month targets	<p>AusVELS teacher judgement targets for 'A' and 'B' students. <u>Prep-6</u> > Reading – 61.9% to 65%, Writing – 37.5% to 40% and Number – 51.5% to 55% Cohort targets > <u>Year 1</u>: Reading 43.4% to 45%, Writing 15.2% to 30%, Number 41.4% to 45%. <u>Year 2</u>: Reading 61.5% to 65%, Writing 31.2% to 35% and Number 67.9% to 70%. <u>Year 3</u>: Reading 58.1% to 60%, Writing 37.1% to 40% and Number 43.6% to 46%. <u>Year 4</u>: Reading 71.2% to 73%, Writing 30.5% to 35% and Number 50.8% to 53%. <u>Year 5</u>: Reading 68.1% to 70%, Writing 52.1% to 55% and Number 50% to 55%. <u>Year 6</u>: Reading 70% to 72%, Writing 46.4% to 50% and Number 59.1% to 62%.</p> <p>SISATS cohort targets for Science for students achieving at and above the expected level: <u>Prep</u>: 85%, <u>Year 1</u>: 88.5% to 90%, <u>Year 2</u>: 97.1% to 98%, <u>Year 3</u>: 85.8% to 90%, <u>Year 4</u>: 67.2% to 75%, <u>Year 5</u>: 79.3% to 84.3% and <u>Year 6</u>: 71% to 76%.</p> <p>NAPLAN targets for students in Year 3 achieving Band 4+ (scaled score of 374+) > Reading 81.7% to 84%, Writing 97.4% to 98%, Number 81.9% to 84%. NAPLAN targets for students in Year 5 achieving Band 6+ (scaled score of 478+) > Reading 69.9% to 80%, Writing 74.7% to 80%, Number 73.3% to 80%. Increase the percentages of students achieving High Growth in NAPLAN by 5% for each area tested. Reading – 21.2% to 26.2%, Writing – 27.8% to 32.8%, Grammar & Punctuation – 25.8% to 30.8%, Spelling – 20.6% to 25.6% and Numeracy – 27.6% to 32.6%.</p>			
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
Embed an agreed P-6 instructional model in Reading, Writing and Mathematics.	<ul style="list-style-type: none"> ▪ Continue coaching program using external and internal coaches in Independent Reading and Differentiated Maths. 	<ul style="list-style-type: none"> ▪ Continue with Vicki Froomes who will be employed as an external coach, and provide one day per week for Poppy Morris (internal coach) to support/coach teachers in the implementation of the Independent Reading program (\$27000). ▪ Use internal staff member, Mel Bowly, for Maths coaching one day per week (\$19000). 	Samantha Marston Poppy Morris Melinda Bowly Year Level Coordinators Classroom Teachers	<ul style="list-style-type: none"> ▪ Terms 1-4 	<ul style="list-style-type: none"> ▪ GROWTH model reflection proforma to be completed prior to and after coaching. ▪ Year level termly and weekly planning. ▪ PD plans, observations, learning walks and planning documentation for English and Mathematics. ▪ Appropriate (0.4) effect size shown in Reading and Maths. ▪ Organisation of a whole school timetable to allow for collaborative planning for year levels.
	<ul style="list-style-type: none"> ▪ Revisit planning documentation for Reading and Maths. 	<ul style="list-style-type: none"> ▪ Professional Learning Teams and Year Level Teams to align planning documentation to Instructional Models. 	Samantha Marston Poppy Morris Melinda Bowly	<ul style="list-style-type: none"> ▪ Terms 1-4 	
	<ul style="list-style-type: none"> ▪ Develop planning documentation for Writing. 	<ul style="list-style-type: none"> ▪ English PLT to establish planning documentation in line with Steohen Graham Explicit Writing Instructional Model. 	Samantha Marston Poppy Morris English PLT	<ul style="list-style-type: none"> ▪ Terms 1-4 	
	<ul style="list-style-type: none"> ▪ Provide staff with appropriate planning time together. 	<ul style="list-style-type: none"> ▪ Through whole school timetable and APT allocated to year levels at the same time. 	Timetable Coordinator	<ul style="list-style-type: none"> ▪ Terms 1-4 	
Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong internal accountability.	<ul style="list-style-type: none"> ▪ Continue Science coaching. 	<ul style="list-style-type: none"> ▪ Provide time for an internal Science coach, Luke Milgate, to continue his work with classroom teachers one day per week as a follow up to the Specialised Science program (\$19000). 	Luke Milgate	<ul style="list-style-type: none"> ▪ Terms 1-4 	<ul style="list-style-type: none"> ▪ Student growth through data analysis. ▪ Impact of PD in classrooms through feedback. ▪ Develop video PDs of excellent teaching practice. ▪ Teacher growth and P&D plan/review outcomes. ▪ Year level teams to provide PD for staff. ▪ Improved Staff Survey results for Teacher Collaboration. ▪ Improved Science data with a higher percentage of students at and above the expected level (AusVELS, SISAT, PAT Science).
	<ul style="list-style-type: none"> ▪ Increase PD opportunities for the Leadership team and aspiring leaders through courses at Bastow, the Kingston Network and NESLI (National Excellence of School Leadership Initiative), and continue involvement in Wayne Craig's 'Powerful Teaching & Learning'. 	<ul style="list-style-type: none"> ▪ Provide funding for four staff members to be involved in Bastow Leadership Courses (\$11600), three staff members to do NESLI (\$3360), three staff members to do the Kingston Aspiring Leaders program (\$5000) and continue involvement in Wayne Craig's 'Powerful Teaching & Learning' (\$11400). 	Principal and PD Coordinator	<ul style="list-style-type: none"> ▪ Terms 1-4 	
	<ul style="list-style-type: none"> • Continue peer coaching and peer observations. 	<ul style="list-style-type: none"> ▪ English, Maths and Science Coordinators to continue coaching roles with staff. ▪ Use expertise of staff to coach and observe colleagues. 	Poppy Morris Melinda Bowly Luke Milgate Teaching Staff	<ul style="list-style-type: none"> ▪ Terms 1-4 	
	<ul style="list-style-type: none"> ▪ Provide and seek feedback from colleagues and students. 	<ul style="list-style-type: none"> ▪ Provide feedback to colleagues after coaching. ▪ Ask students to provide feedback on lessons taught. 	Teaching Staff	<ul style="list-style-type: none"> ▪ Terms 1-4 	

	<ul style="list-style-type: none"> Create a whole school PD plan in line with Strategic Plan goals and targets. 	<ul style="list-style-type: none"> Use Strategic Plan to determine relevant PD. 	Leadership Team	<ul style="list-style-type: none"> Terms 1-4 	
<p><i>Use a range of assessment to inform planning for teaching practice that differentiates learning to ensure personalised learning growth for each student.</i></p>	<ul style="list-style-type: none"> Review our assessment tools for their value through staff feedback, Assessment & Reporting Team and Professional Learning Teams. 	<ul style="list-style-type: none"> Assessment and Reporting Team (A&R) to meet to review, discuss and gain feedback from Year Level Teams of current tools used. 	Leanne Walker A&R Team	<ul style="list-style-type: none"> Term 1 	<ul style="list-style-type: none"> Differentiated programs catering for individual needs. Feedback from teams on how they are applying their data analysis to inform their teaching. Improved % of growth for Year 5 students in the 'High' growth area of NAPLAN – Reading, Writing & Number. Every student will gain 12 months of learning during 2016 in Reading, Writing and Number. 18 months of growth for 10% of students across each year level cohort in Reading, Writing and/or Number.
	<ul style="list-style-type: none"> Use of SPA program to inform teaching. 	<ul style="list-style-type: none"> Continue PD on SPA program. Look into other schools to see how their teaching staff are using the SPA program. 	Paul Clohesy Leanne Walker	<ul style="list-style-type: none"> Terms 1 and 2 	
	<ul style="list-style-type: none"> Participate in the INSIGHT Assessment Platform pilot program for online assessments. 	<ul style="list-style-type: none"> Investigate and trial the INSIGHT Assessment Platform. 	Paul Clohesy Leanne Walker Samantha Marston Classroom Teachers	<ul style="list-style-type: none"> Terms 1-4 	
	<ul style="list-style-type: none"> Analyse cohort data in your year level teams. 	<ul style="list-style-type: none"> Cohort data identified in PD plan. 	Year Level Coordinators	<ul style="list-style-type: none"> Term 1 	
	<ul style="list-style-type: none"> Moderation to build skills and knowledge across cohorts and the whole school. 	<ul style="list-style-type: none"> Review new Victorian Curriculum through PLTs and staff PD. Include in PD schedule. Combine with like schools to moderate. 	Samantha Marston Poppy Morris Melinda Bowly Luke Milgate Leanne Walker	<ul style="list-style-type: none"> Term 2 	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To deepen student engagement in learning and stimulate creativity, curiosity and critical thinking.	Targets	Attitudes to School Survey variable means including learning confidence, school connectedness, stimulating learning, student motivation and teacher effectiveness. Staff Opinion Survey variable means including collective responsibility, teacher collaboration, collective focus on student learning, parent and community involvement and applicability of professional learning.		
		12 month targets	Attitudes to School Survey: Improve Learning Confidence from 4.30 to 4.40, School Connectedness from 4.49 to 4.59, Stimulating Learning from 4.25 to 4.35, Student Motivation from 4.61 to 4.71 and Teacher Effectiveness from 4.52 to 4.62. Staff Opinion Survey: Improve Collective Responsibility from 88.11% to 90%, Teacher Collaboration from 66.76% to 76%, Collective Focus on Student Learning from 83.93% to 89% and Parent and Community Involvement from 76.41% to 82%.		
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
Plan for challenging goals and effective feedback for all students and teachers.	<ul style="list-style-type: none"> Use a variety of assessment forms to determine entry levels of students, enabling challenging/rich tasks to be designed. 	<ul style="list-style-type: none"> Classroom teachers to conduct pre and post testing. 	Classroom Teachers Year Level Coordinators	<ul style="list-style-type: none"> Terms 1-4 	<ul style="list-style-type: none"> Use Hattie's effect size to measure impact of teaching. Analyse growth shown in post assessment results. Improved results for Student Attitudes to School Survey in Student Motivation, Teacher Effectiveness, Stimulating Learning. Use of SPA program to determine Zone of Proximal Development. Planning documentation. Improved results for Staff Opinion Survey in Teacher Collaboration, Collective Focus on Learning and Collective Responsibility.
	<ul style="list-style-type: none"> Introduce tools to gain feedback on effectiveness of teaching and provide more opportunities for student feedback to peers (and teachers). 	<ul style="list-style-type: none"> Professional Reading to gain knowledge of suitable tools to use. Wayne Craig Curiosity and Powerful Learning Theories of Action. Involvement in INSIGHT program. Year 3 & 4 1:1 Program using online tools such as Socrative and Padlet. 	Leadership Team	<ul style="list-style-type: none"> Terms 1-4 	
	<ul style="list-style-type: none"> Introduce use of online collaborative tools that provide feedback to students. 	<ul style="list-style-type: none"> Year 3 & 4 1:1 Program ICT coaching. 	Year 3 & 4 Teachers Helene Bearup	<ul style="list-style-type: none"> Terms 1-4 	
	<ul style="list-style-type: none"> Consistent personalised goal setting across the school and more focus on negotiated learning. 	<ul style="list-style-type: none"> Through Instructional Models of Practice. 	Classroom Teachers Leadership Team	<ul style="list-style-type: none"> Terms 1-4 	
Build opportunities for improved student voice in learning and understanding of their own learning process.	<ul style="list-style-type: none"> Investigate the provisions of simple continuums to inform students of their learning progress. 	<ul style="list-style-type: none"> Through Wayne Craig Curiosity and Powerful Learning Theories of Action. 	Teaching Staff Leadership Team	<ul style="list-style-type: none"> Terms 1-4 	<ul style="list-style-type: none"> Make students learning visible to them. Improved results for Student Attitudes to School Survey in School Connectedness and Learning Confidence. Student Self-assessment reports in June and December.
	<ul style="list-style-type: none"> Utilise 1:1 program. 	<ul style="list-style-type: none"> In Years 3 & 4 use tools for student self-assessment. 	Year 3 & 4 Teachers Helene Bearup	<ul style="list-style-type: none"> Terms 2-4 	
Develop opportunities for parents to be actively engaged in their children's learning.	<ul style="list-style-type: none"> Increase the number of Expos/Activity/Games/Open Nights - building in the concept of curiosity. 	<ul style="list-style-type: none"> Host specific curriculum based nights. 	Relevant Curriculum PLTs	<ul style="list-style-type: none"> Terms 2 and 3 	<ul style="list-style-type: none"> Improved Parent Opinion Survey results in Parent Input, Approachability and General Satisfaction. Increased parent participation in camps, excursions, activity/games/open nights and days, information forums, expos, EFA and classroom activities. Improved Staff Opinion Survey results for Parent and Community Involvement.
	<ul style="list-style-type: none"> Hold Information Forums. 	<ul style="list-style-type: none"> Host English, Maths and Science Information forums, inviting parents with their child. Survey parents through Survey Monkey to determine the type of information they would like. 	Relevant Curriculum PLTs	<ul style="list-style-type: none"> Terms 2 and 3 	
	<ul style="list-style-type: none"> Provide more opportunities for parent involvement in camps. 	<ul style="list-style-type: none"> Inviting parents to attend through Year Level newsletters. 	Year Level coordinators from 3-6 Classroom Teachers	<ul style="list-style-type: none"> Prior to camps Terms 1-4 	
	<ul style="list-style-type: none"> Use parent expertise for EFA and Classroom activities. 	<ul style="list-style-type: none"> Survey parents to determine their expertise. Use Tiqbiz as a resource. 	EFA Coordinator – Brad Canavan	<ul style="list-style-type: none"> Terms 3 and 4 	
	<ul style="list-style-type: none"> Investigate Powerful Teaching and Learning Theories of Action for authentic relationships with parents. 	<ul style="list-style-type: none"> Investigate Compass activities provided through the Powerful Teaching and Learning Theories of Action. 	Leadership Team	<ul style="list-style-type: none"> Terms 1 and 2 	

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To enhance support for every student in order to develop students who are motivated, engaged and resilient.	Targets	Attitudes to School Survey variable means including student safety, student morale, school connectedness, student motivation and teacher empathy. Parent Opinion Survey means including parent input, student safety, school connectedness, student motivation, homework and general satisfaction. School Staff Survey – parent and community involvement and collective responsibility variables.		
		12 month targets	Attitudes to School Survey: Improve Student Safety from 4.31 to 4.50, Student Morale from 5.76 to 5.90, School Connectedness from 4.49 to 4.60, Student Motivation from 4.61 to 4.71 and Teacher Empathy from 4.56 to 4.66. Parent Opinion Survey: Improve Parent Input from 5.13 to 5.40, Student Safety from 5.18 to 5.30, School Connectedness from 5.60 to 5.90, Student Motivation from 5.44 to 5.70, Homework from 4.74 to 5.05 and General Satisfaction from 5.85 to 6.00. Staff Opinion Survey: Improve Parent and Community Involvement from 76.41% to 82% and Collective Responsibility from 88.11% to 90%.		
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
<i>Embed a whole school approach to student wellbeing that focuses on the school's values and improved student voice.</i>	<ul style="list-style-type: none"> ▪ Consolidate Component 1 of Kids Matter framework. 	<ul style="list-style-type: none"> ▪ Professional Development with staff. ▪ Discussion forums. 	Samantha Marston Wellbeing Team	<ul style="list-style-type: none"> ▪ Terms 1 -4 	<ul style="list-style-type: none"> ▪ Improved Student Attitudes Survey results in the areas of Student Morale, Student Safety, School Connectedness, Student Motivation and Teacher Empathy. ▪ Kids Matter survey results. ▪ Impact of student voice through class meetings in transformation. ▪ Improved Parent Opinion Survey results in the areas of Student Safety, School Connectedness and Student Motivation. ▪ Support of Junior School Council in their goal setting.
	<ul style="list-style-type: none"> ▪ Investigate Bounce Back model for a whole school wellbeing and resilience approach. 	<ul style="list-style-type: none"> ▪ Trial in a Senior Year Level. 	Samantha Marston Wellbeing Team 2 Year Levels	<ul style="list-style-type: none"> ▪ Terms 1-4 	
	<ul style="list-style-type: none"> ▪ Implement InSPIRE (PLPS linear model to student wellbeing incorporating fitness and wellbeing). 	<ul style="list-style-type: none"> ▪ Timetabled in 3 times a term. 	Samantha Marston Whole School	<ul style="list-style-type: none"> ▪ Terms 1-4 	
	<ul style="list-style-type: none"> ▪ Embed class meetings focusing on student voice. 	<ul style="list-style-type: none"> ▪ Regular meetings timetable in the meeting schedule. 	Samantha Marston	<ul style="list-style-type: none"> ▪ Terms 1-4 	
	<ul style="list-style-type: none"> ▪ Investigate Mindfulness. 	<ul style="list-style-type: none"> ▪ Research into Mindfulness and how it can be effectively used within classrooms. 	Samantha Marston	<ul style="list-style-type: none"> ▪ Terms 1-4 	
<i>Build and enhance positive home and school partnerships so all stakeholders have the opportunity to fully participate.</i>	<ul style="list-style-type: none"> ▪ Review homework activities/policy and ensure consistency across the school. 	<ul style="list-style-type: none"> ▪ Review current Homework Grid/policy and Department guidelines. ▪ Develop a whole school proforma and ensure the school's expectations are clearly communicated to students and families. 	Kristin Dyer Leanne Walker	<ul style="list-style-type: none"> ▪ Term 1 	<ul style="list-style-type: none"> ▪ Improved Parent Opinion Survey results in the areas of Homework, Parent Input and General Satisfaction. ▪ Improved consultation process with parents regarding ILIP meetings and documentation signed. ▪ Improved Staff Opinion Survey results in the areas of Parent and Community Involvement and Collective Responsibility.
	<ul style="list-style-type: none"> ▪ Investigate Compass and Sentral programs for wellbeing and reporting. 	<ul style="list-style-type: none"> ▪ Investigate the use of Compass and Sentral through visiting other schools. ▪ Contact companies to visit the school. 	Paul Clohesy Leanne Walker	<ul style="list-style-type: none"> ▪ Terms 1-4 	
	<ul style="list-style-type: none"> ▪ Improve consultation process with Individual Learning Improvement Plans (ILIP) – ensure teachers meet with parents to discuss. 	<ul style="list-style-type: none"> ▪ Set up meetings early Term 2 and consult with parents at that time. ▪ Set up PTO. 	Year Level Co-ordinators Paul Clohesy	<ul style="list-style-type: none"> ▪ Term 2 	

Annual Implementation Plan: for Improving Student Outcomes



PRODUCTIVITY					
Goals	To optimise the allocation of resources (human, financial, time, space and materials) in accordance with the school's goals and priorities.	Targets	<p>A. School Staff Opinion Survey measures of teacher satisfaction with professional learning variables and school climate variables including academic emphasis, collective focus on student learning, guaranteed and viable curriculum.</p> <p>B. Parent satisfaction with school improvement.</p> <p>C. Improvement in student outcomes as evidenced by teacher judgements and NAPLAN.</p> <p>D. Improvement in school developed feedback surveys.</p>		
		12 month targets	<p>Staff Opinion Survey: Improve Academic Emphasis from 75.72% to 78%, Collective Focus on Student Learning from 83.93% to 87% and Guaranteed Parent Opinion Survey: Improve School Improvement from 5.44 to 5.80.</p> <p>AusVELS teacher judgement targets for 'A' and 'B' students. <u>Prep-6</u> > Reading – 61.9% to 65%, Writing – 37.5% to 40% and Number – 51.5% to 55% Cohort targets > <u>Year 1</u>: Reading 43.4% to 45%, Writing 15.2% to 30%, Number 41.4% to 45%. <u>Year 2</u>: Reading 61.5% to 65%, Writing 31.2% to 35% and Number 67.9% to 70%. <u>Year 3</u>: Reading 58.1% to 60%, Writing 37.1% to 40% and Number 43.6% to 46%. <u>Year 4</u>: Reading 71.2% to 73%, Writing 30.5% to 35% and Number 50.8% to 53%. <u>Year 5</u>: Reading 68.1% to 70%, Writing 52.1% to 55% and Number 50% to 55%. <u>Year 6</u>: Reading 70% to 72%, Writing 46.4% to 50% and Number 59.1% to 62%.</p> <p>SISATS cohort targets for Science for students achieving at and above the expected level: <u>Prep</u>: 85%, <u>Year 1</u>: 88.5% to 90%, <u>Year 2</u>: 97.1% to 98%, <u>Year 3</u>: 85.8% to 90%, <u>Year 4</u>: 67.2% to 75%, <u>Year 5</u>: 79.3% to 84.3% and <u>Year 6</u>: 71% to 76%.</p> <p>NAPLAN targets for students in Year 3 achieving Band 4+ (scaled score of 374+) > Reading 81.7% to 84%, Writing 97.4% to 98%, Number 81.9% to 84%. NAPLAN targets for students in Year 5 achieving Band 6+ (scaled score of 478+) > Reading 69.9% to 80%, Writing 74.7% to 80%, Number 73.3% to 80%. Increase the percentages of students achieving High Growth in NAPLAN by 5% for each area tested. Reading - 21.2% to 26.2%, Writing – 27.8% to 32.8%, Grammar & Punctuation – 25.8% to 30.8%, Spelling – 20.6% to 25.6% and Numeracy – 27.6% to 32.6%.</p>		
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 4 year resource allocation plan in accordance with the School Strategic Plan.	<ul style="list-style-type: none"> Allocation of funds (including equity funds) to enable internal and external coaches to build teacher capacity in Reading, Writing, Maths and Science. 	<ul style="list-style-type: none"> Allocate SRP funds for teachers to coach in the areas of English, Maths & Science. \$57000 Allocate funds for an external coach to work with teachers in English (Vicki Froomes) \$8000 	Paul Clohesy and Kate Shannon	<ul style="list-style-type: none"> December 2015 	<ul style="list-style-type: none"> Improved Staff Opinion Survey results in academic emphasis, collective focus on student learning and guaranteed and viable curriculum. Improved Parent Opinion Survey results in School Improvement. Improved NAPLAN results with a higher percentage of students in High Growth area for all tests. Improved AusVELS results for students who achieved above the expected level.
	<ul style="list-style-type: none"> Allocation of funds for professional Leadership opportunities for the leadership team members and aspiring leaders through Bastow, Kingston Network, NESLI and Powerful Teaching & Learning. 	<ul style="list-style-type: none"> To enrol staff in Professional Leadership courses to ensure for succession planning. Leadership Professional Development budget \$28000 	Paul Clohesy and Sam Marston	<ul style="list-style-type: none"> February 2016 	
Annually evaluate the allocation of resources and the impact on student learning outcomes. Refine and amend resource allocation as appropriate.	<ul style="list-style-type: none"> Evaluation of coaching programs and resources in English, Maths and Science. Use of data to inform our teaching and drive instructional practices. 	<ul style="list-style-type: none"> Professional Learning Team leaders to be responsible for evaluation of coaching programs and devise action plans for the following year. Collect and analyse whole school data. 	<ul style="list-style-type: none"> Sam Marston and PLT Leaders – Poppy Morris, Mel Bowly and Luke Milgate Paul Clohesy and Leanne Walker 	<ul style="list-style-type: none"> October 2016 Terms 2 and 4 	<ul style="list-style-type: none"> Program Evaluations and Action Plans for English, Maths and Science. Improved NAPLAN results with a higher percentage of students in High Growth area for all tests. Improved AusVELS results for students who achieved above the expected level.

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	
<p>Continue coaching program using external and internal coaches in Independent Reading and Differentiated Maths.</p> <p>Revisit planning documentation for Reading and Maths.</p> <p>Develop planning documentation for Writing.</p> <p>Provide staff with appropriate planning time together.</p>		<ul style="list-style-type: none"> GROWTH model reflection proforma to be completed prior to and after coaching. Year level termly and weekly planning. PD plans, observations, learning walks and planning documentation for English and Mathematics. Appropriate (0.4) effect size shown in Reading and Maths. Organisation of a whole school timetable to allow for collaborative planning for year levels. 		<ul style="list-style-type: none"> GROWTH model reflection proforma to be completed prior to and after coaching. Year level termly and weekly planning. PD plans, observations, learning walks and planning documentation for English and Mathematics. Appropriate (0.4) effect size shown in Reading and Maths. Organisation of a whole school timetable to allow for collaborative planning for year levels. 	<p>\$46,000</p> <p>(\$38000 from SRP for English & Maths coaching & \$8000 from English budget)</p>
<p>Continue Science coaching.</p> <p>Increase PD opportunities for the Leadership team and aspiring leaders through courses at Bastow, the Kingston Network and NESLI (National Excellence of School Leadership Initiative), and continue involvement in Wayne Craig's 'Powerful Teaching & Learning'.</p> <p>Continue peer coaching and peer observations.</p> <p>Provide and seek feedback from colleagues and students.</p>		<ul style="list-style-type: none"> Student growth through data analysis. Impact of PD in classrooms through feedback. Develop video PDs of excellent teaching practice. Teacher growth and P&D plan/review outcomes. Year level teams to provide PD for staff. Improved Staff Survey results for Teacher Collaboration. Improved Science data with a higher percentage of students at and above the expected level (AusVELS, SISAT, PAT Science). 		<ul style="list-style-type: none"> Student growth through data analysis. Impact of PD in classrooms through feedback. Develop video PDs of excellent teaching practice. Teacher growth and P&D plan/review outcomes. Year level teams to provide PD for staff. Improved Staff Survey results for Teacher Collaboration. Improved Science data with a higher percentage of students at and above the expected level (AusVELS, SISAT, PAT Science). 	<p>\$19,000 (SRP for Science coaching)</p> <p>\$28000 (Leadership PD)</p>
<p>Review our assessment tools for their value through staff feedback, Assessment & Reporting Team and Professional Learning Teams.</p> <p>Use of SPA program to inform teaching.</p> <p>Participate in the INSIGHT Assessment Platform pilot program for online assessments.</p> <p>Analyse cohort data in your year level teams.</p> <p>Moderation to build skills and knowledge across cohorts and the whole school.</p>		<ul style="list-style-type: none"> Differentiated programs catering for individual needs. Feedback from teams on how they are applying their data analysis to inform their teaching. Improved % of growth for Year 5 students in the 'High' growth area of NAPLAN – Reading, Writing & Number. Every student will gain 12 months of learning during 2016 in Reading, Writing and Number. 18 months of growth for 10% of students across each year level cohort in Reading, Writing and/or Number. 		<ul style="list-style-type: none"> Differentiated programs catering for individual needs. Feedback from teams on how they are applying their data analysis to inform their teaching. Improved % of growth for Year 5 students in the 'High' growth area of NAPLAN – Reading, Writing & Number. Every student will gain 12 months of learning during 2016 in Reading, Writing and Number. 18 months of growth for 10% of students across each year level cohort in Reading, Writing and/or Number. 	

ENGAGEMENT

Actions:	6 month progress against success criteria and /or targets	12 month progress against success criteria and /or targets	Budget
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	 Status	Evidence	 Status	Evidence	Spending to date
<p>Use a variety of assessment forms to determine entry levels of students, enabling challenging/rich tasks to be designed.</p> <p>Introduce tools to gain feedback on effectiveness of teaching and provide more opportunities for student feedback to peers (and teachers).</p> <p>Introduce use of online collaborative tools that provide feedback to students.</p> <p>Consistent personalised goal setting across the school and more focus on negotiated learning.</p>		<ul style="list-style-type: none"> ▪ Use Hattie's effect size to measure impact of teaching. ▪ Analyse growth shown in post assessment results. ▪ Improved results for Student Attitudes to School Survey in Student Motivation, Teacher Effectiveness, Stimulating Learning. ▪ Use of SPA program to determine Zone of Proximal Development. ▪ Planning documentation. ▪ Improved results for Staff Opinion Survey in Teacher Collaboration, Collective Focus on Learning and Collective Responsibility. 		<ul style="list-style-type: none"> ▪ Use Hattie's effect size to measure impact of teaching. ▪ Analyse growth shown in post assessment results. ▪ Improved results for Student Attitudes to School Survey in Student Motivation, Teacher Effectiveness, Stimulating Learning. ▪ Use of SPA program to determine Zone of Proximal Development. ▪ Planning documentation. ▪ Improved results for Staff Opinion Survey in Teacher Collaboration, Collective Focus on Learning and Collective Responsibility. 	
<p>Investigate the provisions of simple continuums to inform students of their learning progress.</p> <p>Utilise 1:1 program.</p>		<ul style="list-style-type: none"> ▪ Make students learning visible to them. ▪ Improved results for Student Attitudes to School Survey in School Connectedness and Learning Confidence. ▪ Student Self-assessment reports in June. 		<ul style="list-style-type: none"> ▪ Make students learning visible to them. ▪ Improved results for Student Attitudes to School Survey in School Connectedness and Learning Confidence. ▪ Student Self-assessment reports in December. 	
<p>Increase the number of Expos/Activity/Games/Open Nights - building in the concept of curiosity.</p> <p>Hold Information Forums.</p> <p>Provide more opportunities for parent involvement in camps.</p> <p>Use parent expertise for EFA and Classroom activities.</p> <p>Investigate Powerful Teaching and Learning Theories of Action for authentic relationships with parents.</p>		<ul style="list-style-type: none"> ▪ Improved Parent Opinion Survey results in Parent Input, Approachability and General Satisfaction. ▪ Increased parent participation in camps, excursions, activity/games/open nights and days, information forums, expos, EFA and classroom activities. ▪ Improved Staff Opinion Survey results for Parent and Community Involvement. 		<ul style="list-style-type: none"> ▪ Improved Parent Opinion Survey results in Parent Input, Approachability and General Satisfaction. ▪ Increased parent participation in camps, excursions, activity/games/open nights and days, information forums, expos, EFA and classroom activities. ▪ Improved Staff Opinion Survey results for Parent and Community Involvement. 	

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	
<p>Consolidate Component 1 of Kids Matter framework.</p> <p>Investigate Bounce Back model for a whole school wellbeing and resilience approach.</p> <p>Implement InSPIRE (PLPS linear model to student wellbeing incorporating fitness and wellbeing).</p> <p>Embed class meetings focusing on student voice.</p> <p>Investigate Mindfulness.</p>		<ul style="list-style-type: none"> Improved Student Attitudes Survey results in the areas of Student Morale, Student Safety, School Connectedness, Student Motivation and Teacher Empathy. Kids Matter survey results. Impact of student voice through class meetings in transformation. Improved Parent Opinion Survey results in the areas of Student Safety, School Connectedness and Student Motivation. Support of Junior School Council in their goal setting. 		<ul style="list-style-type: none"> Improved Student Attitudes Survey results in the areas of Student Morale, Student Safety, School Connectedness, Student Motivation and Teacher Empathy. Kids Matter survey results. Impact of student voice through class meetings in transformation. Improved Parent Opinion Survey results in the areas of Student Safety, School Connectedness and Student Motivation. Support of Junior School Council in their goal setting. 	
<p>Review homework activities/policy and ensure consistency across the school.</p> <p>Investigate Compass and Sentral programs for wellbeing and reporting.</p> <p>Improve consultation process with Individual Learning Improvement Plans (ILIP) – ensure teachers meet with parents to discuss.</p>		<ul style="list-style-type: none"> Improved Parent Opinion Survey results in the areas of Homework, Parent Input and General Satisfaction. Improved consultation process with parents regarding ILIP meetings and documentation signed. Improved Staff Opinion Survey results in the areas of Parent and Community Involvement and Collective Responsibility. 		<ul style="list-style-type: none"> Improved Parent Opinion Survey results in the areas of Homework, Parent Input and General Satisfaction. Improved consultation process with parents regarding ILIP meetings and documentation signed. Improved Staff Opinion Survey results in the areas of Parent and Community Involvement and Collective Responsibility. 	
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	
<p>Allocation of funds (including equity funds) to enable internal and external coaches to build teacher capacity in Reading, Writing, Maths and Science.</p> <p>Allocation of funds for professional Leadership opportunities for the leadership team members and aspiring leaders through Bastow, Kingston Network, NESLI and Powerful Teaching & Learning.</p>		<ul style="list-style-type: none"> Improved Staff Opinion Survey results in academic emphasis, collective focus on student learning and guaranteed and viable curriculum. Improved Parent Opinion Survey results in School Improvement. Improved NAPLAN results with a higher percentage of students in High Growth area for all tests. Improved AusVELS results for students who achieved above the expected level. 		<ul style="list-style-type: none"> Improved Staff Opinion Survey results in academic emphasis, collective focus on student learning and guaranteed and viable curriculum. Improved Parent Opinion Survey results in School Improvement. Improved NAPLAN results with a higher percentage of students in High Growth area for all tests. Improved AusVELS results for students who achieved above the expected level. 	<p>\$57000 (SRP)</p> <p>\$36000 (Leadership PD & English budgets)</p>
<p>Evaluation of coaching programs and resources in English, Maths and Science.</p> <p>Use of data to inform our teaching and drive instructional practices.</p>		<ul style="list-style-type: none"> Program Evaluations and Action Plans for English, Maths and Science. Improved NAPLAN results with a higher percentage of students in High Growth area for all tests. Improved AusVELS results for students who achieved above the expected level. 		<ul style="list-style-type: none"> Program Evaluations and Action Plans for English, Maths and Science. Improved NAPLAN results with a higher percentage of students in High Growth area for all tests. Improved AusVELS results for students who achieved above the expected level. 	