

2016 Annual Implementation Plan: for Improving Student Outcomes

5380

Mt Duneed Regional Primary School 2016

Based on Strategic Plan 2013 - 2016

Endorsements

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|---------------------------------|---|
| Endorsement by School Principal | Signed..... Name: Julie Makin Date..... |
| Endorsement by School Council | Signed..... Name: Meg McManus 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 |

| Priority | Initiatives |
|----------------------------------|---|
| 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.

Over the last 3 years of our Strategic Plan we have made significant progress in developing whole school expectations for the Teaching and Learning program, and creating a school climate that promotes safe and inclusive behaviours.

We have developed 'The Mt Duneed Way' which specifically outlines minimum expectations for the teaching learning program. Teachers use the agreed whole school planning templates for weekly and term planning, and consistent professional learning has been delivered to build teacher capacity. **The school has focused on literacy and numeracy teaching best practice and introduced student goal setting and Visible Learning strategies.**

Our school data shows **high results and growth for reading and writing**. In 2015 we introduced SPA Markbook which has determined increased student growth.

However, our student achievement data continues to show **lower growth in numeracy and grammar and punctuation**. Our teacher judgements don't show a typical Bell curve, which may be due to lack of teacher curriculum content knowledge or 'playing it safe'.

In 2016 we will continue our specific professional learning to build the capacity of teachers, and will focus on numeracy, grammar and punctuation. We will continue to further develop Visible Learning strategies and promote a Growth Mindset.

2016 is our School Review year.

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 |
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| Building practice excellence. | <ul style="list-style-type: none">• Build teacher capacity and consistent practice through professional learning, peer observation, coaching, curriculum focus groups, PLCs, whole school documents and shared planning.• Report on student progress against learning goals based on assessment evidence.• Improve ongoing reporting practices using SPA platforms, Evernote and the introduction of new student reports to parents using SPA Reporter.• Complete school self-reflection and Peer Review to determine the 2017-2020 Strategic Plan. |
| Building leadership teams. | <ul style="list-style-type: none">• Create PLC and Curriculum focus leadership positions to share and promote leadership across the staff.• Build leadership capacity through targeted professional learning and mentoring. |

Annual Implementation Plan: for Improving Student Outcomes

| ACHIEVEMENT | | | | | |
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| Goals | | Targets | <ul style="list-style-type: none"> AusVELS or Victorian Curriculum at least 95% of students deemed capable from Years 1–6 to be at, or above the expected standards in Writing, Reading, Speaking and Listening and Number by 2015. Of that 95%, at least 30% of students to be performing above the expected standard in all the above-mentioned areas. At least 95% of all students deemed capable to progress at least 1 progression point annually in all aspects of Literacy and Numeracy. Increase the proportions of students in the top two NAP Bands by 10% for each Year 3 cohort by the time the students reach Year 5. That the mean Year 3 to Year 5 matched cohort growth in NAPLAN Literacy and Numeracy equals or exceeds the state’s mean growth. | | |
| | | 12 month targets | <p>Last year of Strategic Plan.</p> <ul style="list-style-type: none"> Benchmark AusVELS or Victorian Curriculum - at least 95% of students deemed capable from Years 1–6 to be at, or above the expected standards in Writing, Reading, Speaking and Listening and Number by 2015. Of that 95%, at least 30% of students to be performing above the expected standard in all the above-mentioned areas. At least 95% of all students deemed capable to progress at least 1 progression point annually in all aspects of Literacy and Numeracy. Fountis and Pinnell reading assessment shows at or above expected growth for all students. Maintain the % of year 3 students who were in the top two bands, now in year 5. I.e. 2014 and 2016. Increase the proportions of students in the top two NAP Bands by 10% for each Year 3 cohort by the time the students reach Year 5. That the mean Year 3 to Year 5 matched cohort growth in NAPLAN Literacy and Numeracy equals or exceeds the state’s mean growth. | | |
| 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 teacher capacity and consistent practice. | <ul style="list-style-type: none"> Continue to develop whole school practices documented in the ‘Mt Duneed Way’. Teaching and Learning coach to work with identified teachers and units throughout the year. Further develop the Peer Observation program. Whole school expectations for the Teaching and Learning program documented, discussed regularly and aligned to PDP program. Regular Professional Learning targeted to specific staff needs to be provided by internal and external providers. Focus on Numeracy and Grammar and Punctuation. | <ul style="list-style-type: none"> Teachers to observe a peer at least once a term and reflection documented. Release time provided by CRT or through APT. 2 days per term to release staff. 8 x \$300 = \$2400 Teaching and Learning Coach to mentor a teaching unit per term, and Graduate teachers throughout the year. | Julie Makin Carrie Rowe. Teachers | On going | <ul style="list-style-type: none"> All staff to demonstrate ‘Mt Duneed Way’ practices in weekly planning. Whole school ‘Mt Duneed Way’ to be linked to PDP program. All teachers to have completed at least one peer observation and reflection per term and evidenced using Peer Observation template. Teaching and Learning coach to have timetable of coaching conversations, observation discussions recorded on template and evidenced in PDP process. Literacy curriculum team to create Grammar and Punctuation continuum. |
| Report on student progress against learning goals based on | <ul style="list-style-type: none"> Whole school planners to be completed weekly by teachers. Differentiation to be planned and individual student goals to be recorded for literacy and numeracy. Continued professional learning focus on Visible Learning, and procedures to be on | <ul style="list-style-type: none"> One literacy and numeracy student conference with teacher at least every fortnight. PLCs and Curriculum focus teams to continue creation of ‘student friendly’ goals for literacy and numeracy. PLC meetings every Wednesday, | Carrie Rowe. Leadership team. All teachers | On going | <ul style="list-style-type: none"> Visible Learning strategies and procedures to be on display within classrooms and staff room. All students to have a record of their individual learning goals and be able to discuss their progress and future learning. Differentiation links to student assessment. |

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| assessment evidence. | <p>display.</p> <ul style="list-style-type: none"> • Moderation of Writing using Sample Moderation Booklet. • Discussion of student data in PLC meetings. • Reviewed digital assessment book data and SPA platform to identify students at risk, requiring early intervention. • Further development of Visible Learning strategies and Growth Mindset. | <p>Curriculum Focus team meets twice a term.</p> | | | <ul style="list-style-type: none"> – Minutes of PLC meetings show the improvement cycle model (inquiry of learning using Data, Ideas, Trial and Learnt) – Develop Writing Sample Moderation Booklet – Digital assessment book shows student achievement. – At risk students identified, ILIPS actioned and timetabled early intervention. |
| Improve ongoing reporting practices using SPA platforms and Evernote. | <ul style="list-style-type: none"> • Professional development supplied to staff to support the introduction of SPA Reporter, the new student reporting platform. • Professional learning related to on-going assessment, and how to write specific comments that can be used for student reporting to parents. • PLC collaboration to further develop assessment practices and comments. • ICT curriculum focus team will research best reporting procedures from other schools. • Creation of numeracy pre and post tests on SPA Markbook. | <ul style="list-style-type: none"> ➤ At least two timetabled Professional Learning sessions related to SPA platforms and Evernote per semester. ➤ Weekly PLC meetings, led by Unit leader to analyse data and determine at risk students and interventions. ➤ Curriculum focus teams, led by Curriculum leader to meet at least twice a term for an hour. ➤ Unit leaders to be allocated an additional 30 minutes per week for preparation. Curriculum leader/or team member to be allocated an additional one hour per week. (38days x CRT day \$300 = \$11,400) | <p>Teaching and Learning coach. All teachers.</p> | <p>On going</p> | <ul style="list-style-type: none"> – Suitable comments documented for further use on Evernote or SPA Reporter. – Regular comments will be recorded on Evernote (in line with school expectations in the Mt Duneed Way, 2 per term for literacy and numeracy) – SPA Reporter will be used for June and December student achievement reports and distributed to parents. – Each teacher measures student growth which is determined on SPA Markbook from pre and post test results. – PLC templates show review of growth each term. |

Annual Implementation Plan: for Improving Student Outcomes

| ENGAGEMENT | | | | | |
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| Goals | | Targets | <ul style="list-style-type: none"> • Increase all measures in the parent and staff opinion surveys to reach the 60th percentile by 2015. • Increase the student relationships and teaching and learning measures on the Student Attitudes to School Survey to at least the 60th percentile for whole-school measures respectively over the course of the 2013-2016 School Strategic Plan. | | |
| Goals | | 12 month targets | Last year of Strategic Plan <ul style="list-style-type: none"> • Increase all measures in the parent and staff opinion surveys to reach the 60th percentile by 2015. • Increase the student relationships and teaching and learning measures on the Student Attitudes to School Survey to at least the 60th percentile for whole-school measures respectively over the course of the 2013-2016 School Strategic Plan. | | |
| 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 engagement through student ownership of their learning program and provide opportunities for students to articulate their progress and future learning. | <ul style="list-style-type: none"> • Continued creation of Visible Learning procedures and development of a Growth Mindset across the school. • Provide professional learning for all teaching staff. • Students in conjunction with teachers, to create individual learning goals. • PLC meetings to focus on student data to create differentiation and identify student goals for literacy and numeracy. • Regular teacher/student conferencing in class to provide explicit feedback, self-reflect and set new learning goals. • Celebrate success and effort in the classroom and across the school at assembly. | <ul style="list-style-type: none"> ➤ Timetabled professional learning with a focus on Visible Learning and Growth Mindset recorded on 'Term at a Glance'. (At least three per semester.) Led by Teaching and Learning coach or Curriculum focus team. | Carrie Rowe. PLC leaders. All staff. | On going | <ul style="list-style-type: none"> – Professional Learning timetable to show Visible Learning sessions. – PLC meeting minutes and bank of student goals created and shared on staff share and google docs. – Weekly teacher planning to reflect individual learning goals set during student conferences. – Individual student goals to be recorded and be discussed by students and audit by learning walk shows 90% of students can articulate their learning goals. – Procedures for reward and recognition of student achievement and growth created, within classrooms and whole school. Eg Student of the Week, School Pride award, Growth Mindset displays and Principal awards. |

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| | | week to support Whole school ICT development. | | Week 1 and 2. | |
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Annual Implementation Plan: for Improving Student Outcomes

| PRODUCTIVITY | | | | | |
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| Goals | | Targets | <ul style="list-style-type: none"> • Increase the proportions of students in the top two NAP Bands by 10% for each Year 3 cohort by the time the students reach Year 5. • That the mean Year 3 to Year 5 matched cohort growth in NAPLAN Literacy and Numeracy equals or exceeds the state's mean growth. | | |
| | | 12 month targets | Last year of Strategic Plan. <ul style="list-style-type: none"> • Increase in Staff Opinion survey data for 'Decision Making and Collaboration'. • Reading Recovery Students will demonstrate through Fountis and Pinnell assessments that they are reading at mean year one level. | | |
| 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 |
| Equity Funding - Build teacher capacity and consistent practice. | <p><u>Literacy Intervention. – Equity funding</u></p> <ul style="list-style-type: none"> • An extra student will be provided literacy intervention during the Reading Recovery program. Students offered the Reading Recovery program will increase from 4 to 5 in semester one. • By observing the Reading Recovery teacher, staff will build their capacity to provide effective literacy intervention strategies and prompts. • <u>Equity Funding \$10,710</u> • Extra Reading Recovery intervention and modelling strategies to staff - \$4,295. • Building staff capacity by observing RR teacher during extra APT. • At risk students will be provided small group literacy intervention each week. • The EFT16 days CRT available to be shared across weeks to provide small group intervention for at risk students - \$5000. • The Literacy Development Team will create a document of specific intervention prompts for reading and writing. | <ul style="list-style-type: none"> ➤ Prep-Year 2 teachers and ES staff will be given timetabled release time to observe the Reading Recovery teacher and the intervention strategies she provides to students. (At least 3 sessions each). ➤ Integration aides to provide 15 minute intervention sessions to at risk students at least twice a week. | Sue Hartnett, Reading Recovery teacher. Lauren Kavenagh, Literacy Development Team leader. ES staff. | On going | <ul style="list-style-type: none"> – 5 students completed Reading Recovery program. Student achievement data shared with classroom teachers. – Teacher reflection and feedback of their literacy intervention practice to be part of their PDP process. – At risk students and their program documented. – Demonstrated student literacy growth. – Observation Survey data demonstrates growth. |
| Build leadership capacity through targeted professional learning and mentoring. | <ul style="list-style-type: none"> • Build the capacity of emerging leaders, specifically Unit and Curriculum focus leaders. • Targeted professional development sessions provided when offered by external provider. • Assistant Principal or Principal to meet with team at least twice a term in agreed meeting time. • Leadership performance to be linked to | <ul style="list-style-type: none"> ➤ Provide additional APT to leaders each week to support their work load and school initiatives. Unit leaders to be allocated an additional 30 minutes per week for preparation. Curriculum leader/or team member to be allocated an additional one hour per week. (38days x CRT day \$300 = \$11,400) ➤ Literacy and ICT leaders to attend 2 day 'Leaders of Learning' PD. (CRT x | Julie Makin and Carrie Rowe. | On going | <ul style="list-style-type: none"> – Reflection of professional learning and goals achieved to be included in PDP documentation. – Successful development of key team goals. |

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| | individual PDP process. | 4 days = \$1200. 2 leaders x \$600 = \$1200) | | | |
| Complete school self-reflection and Peer Review to determine the 2017-2020 Strategic Plan. | <ul style="list-style-type: none"> • Complete the school self-reflection and School Review process to create the 2017 – 2020 Strategic Plan. • Research and engage a school reviewer from the approved list. • Engage the school community to complete school self-reflection. • Principals and curriculum teams to create reports of school achievement data. • Complete Peer Review process. • Create new Strategic Plan. | <ul style="list-style-type: none"> ➤ Principal team to prepare documentation. ➤ Use review funds to employ school reviewer. | Julie Makin. Carrie Rowe. School Reviewer. Staff and school community. | By end of year. | <ul style="list-style-type: none"> – All review documentation completed and approved by school reviewer and school council. – 2017 - 2020 Strategic Plan created and approved by School Council. |

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 | |
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| 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 | |
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| 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 | |
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| PRODUCTIVITY | | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | | 12 month progress against success criteria and /or targets | | Budget |

| | Status | Evidence | Status | Evidence | Spending to date |
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