

2016 Annual Implementation Plan: for Improving Student Outcomes

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Goonawarra Primary School 2016

Based on Strategic Plan 2016 -2019

Endorsements

Endorsement by School Principal	Signed..... Name: Alan Fairweather Date: December 2015
Endorsement by School Council	Signed..... Name: Gwenda Griggs Date: December 2015
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. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.																			
Through the recent review process staff indicated that throughout the course of this AIP we would investigate the degree to which the use of common assessment strategies across the school is an effective tool in supporting and promoting improved student outcomes through purposeful analysis of data, the identification of student learning needs and student and teacher reflection. This strategy reflects our move to the use of the commercially produced assessment package, Progressive Achievement Tests (PAT). We will closely monitor the usefulness of this assessment tool in providing staff with data necessary to aid curriculum planning which addresses the needs of all learners. The need to ensure differentiation within the teaching program to guarantee that high achieving students are given the extension activities they need to take them to higher levels of achievement is recognized by staff. Using available data to track student performance will help ensure that all students make progress in accordance with their ability.																			
Matched cohort comparison from the NAPLAN data indicates that over the course of our last strategic plan we did not manage to grow or in most instances maintain the percentage of students achieving in the top two bands in any of the learning areas assessed.																			
MATCHED COHORT COMPARISON OF % OF STUDENTS ACHIEVING IN THE TOP TWO BANDS																			
WRITING				GRAMMAR AND PUNCTUATION				READING				NUMERACY				SPELLING			
Year	Grade 3	Year	Grade 5	Year	Grade 3	Year	Grade 5	Year	Grade 3	Year	Grade 5	Year	Grade 3	Year	Grade 5	Year	Grade 3	Year	Grade 5
2011	55.5%	2013	24.4%	2011	45.7%	2013	41.5%	2011	52.5%	2013	28.5%	2011	41.9%	2013	19%	2011	47.9%	2013	36.6%
2012	51.5%	2014	13.7%	2012	42.4%	2014	31%	2012	43.7%	2014	30%	2012	29.4%	2014	25.9%	2012	39.3%	2014	34.5%
2013	62.8%	2015	17.3%	2013	59.2%	2015	28.8%	2013	54.6%	2015	40.4%	2013	34.9%	2015	26%	2013	33.9%	2015	26.9%
At the Year 3 level we consistently record 33% to over 50% of our students achieving in the top two bands on all NAPLAN assessments. At the Year 5 level these percentages are between 13% and 40%. The growth of our students who are performing above the expected standard will be the focus of this AIP. Data will be collected from pre and post-tests, PAT, NAPLAN and diagnostic reviews and other sources to support staff in differentiating the curriculum to cater for the needs of all students with an emphasis on those students who are performing above the expected standard.																			

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	<ul style="list-style-type: none">• Introduction of an administrator's role in each PLT. This will free up the PLT curriculum leader to focus solely on curriculum, build the expertise of staff and monitor assessment strategies across their PLT.• The collection and purposeful analysis of data to:<ul style="list-style-type: none">○ promote staff reflection○ improve student outcomes through the identification of individual learning needs○ influence curriculum planning○ engage, support and extend those students who are performing above the expected standard.• Build teacher capacity through purposeful PD and build the expectation that teachers will engage in continually improving their classroom effectiveness.• Use of Equity Funding to extend access to meaningful and relevant PD which will support staff in improving outcomes for all students.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve student outcomes in Literacy and Numeracy.	Targets	<ul style="list-style-type: none"> For each student to achieve at least one year’s growth in learning (as measured by the Victorian Curriculum) during each school year. That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state means for the medium and high growth categories on each dimension. That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the percentage of students in the top two NAPLAN bands when the same cohort of students was in Year 3. That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the lower two bands will not increase. That there will be an improved correlation between teacher judgement and NAPLAN assessments. 		
		12 month targets	<ul style="list-style-type: none"> For the use of data to truly inform curriculum planning and for the differentiation of learning experiences to become embedded in the planning of learning experiences which cater for individual differences. For each student to achieve at least one year’s growth in learning (as measured by the Victorian Curriculum) during each school year. 		
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
Maintain high expectations and a structured approach to learning.	<ul style="list-style-type: none"> Focus on curriculum leadership of each PLT. Ensure that curriculum is understood through the provision of access to relevant professional learning. Recognise that to be effective, change will take time. 	<ul style="list-style-type: none"> The responsibility of PLT leadership will be divided into two distinct roles. One leadership role within each PLT will be that of administration with the other leadership role being focussed on curriculum. School will publish for staff a document which explicitly defines the high expectations which have become a part of the school culture. Identify, support and encourage staff to engage in relevant PD opportunities. 	Principal, PLT Leaders Assistant Principal All staff	January 2016 and ongoing January 2016 and ongoing Ongoing	<ul style="list-style-type: none"> Monitor the changes within PLTs with regard to the dual leadership roles. Monitor to see if there is a stronger curriculum focus within each PLT as was one of the purposes of the dual leadership roles. Monitor to ensure that the workload for PLT curriculum leaders is reasonable and that sufficient priority can be given to the P&D leadership role inherent in the job description.
Use explicit teaching as per HRLTPs currently in place.	<ul style="list-style-type: none"> Ensure that all staff have an understanding of what explicit teaching is. Provide support by way of professional reading, professional learning, discussions with colleagues. Provision of PLT planning times. 	<ul style="list-style-type: none"> Provision of time, including CRT costs, for PLT planning days. Identify, support and encourage staff to engage in relevant PD opportunities. 	Principal All staff	Termly Ongoing	<ul style="list-style-type: none"> Explicit teaching is evidenced in planning at the PLT and individual teacher level. Work Programs clearly indicate the use of explicit teaching including learning intentions and success criteria. Ongoing provision of planning days. Engagement of staff in PD which focusses specifically on explicit teaching.
The use of consistent assessment measures which lead to the development of differentiated learning activities.	<ul style="list-style-type: none"> Identify and implement agreed upon assessment measures across the school. Establish an agreed upon assessment schedule. Monitor the use of assessments and gain feedback from staff to ensure aims are being met i.e: <ul style="list-style-type: none"> measurement of growth identification of individual learning needs impact on curriculum planning. 	<ul style="list-style-type: none"> Develop an assessment schedule. Identify, support and encourage staff to engage in relevant PD opportunities. 	Assistant Principal All staff	Term 1 2016 Ongoing	<ul style="list-style-type: none"> Assessment schedule established and implemented across the school. Assessment results are being used to influence curriculum planning. Assessment results are being used to identify individual learning needs. Evidence of the planning of differentiated learning tasks through observation and individual teacher work records. Evidence through PAT assessments that all student growth is consistent over time.
Build teacher capacity through purposeful PD and build the expectation that teachers will engage in continually improving	<ul style="list-style-type: none"> Curriculum leaders of each PLT to facilitate and undertake the provision of professional learning with staff. Identify, support and encourage staff to engage in relevant PD opportunities. 	<ul style="list-style-type: none"> Provide resources and necessary supports to enable staff to attend Professional Development. 	PLT curriculum leaders Leadership team	Ongoing	<ul style="list-style-type: none"> PLT leaders undertaking and sharing PD with staff. Staff engaged in PD. Staff identifying professional learning opportunities which address their personal areas of need in achieving the goals of our whole school AIP.

their classroom effectiveness.	<ul style="list-style-type: none">• Build the expectation that student results and anecdotal observations will be used by staff to reflect on teaching practices.				
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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve student engagement both within the classroom and at a whole school level. To improve whole school student attendance rates.	Targets	To maintain levels of student satisfaction at or above the state mean on the Student Attitude to School Survey as measured by each of the mean factor scores related to <i>Teaching and Learning</i> .		
		12 month targets	Maintain or improve current high level of student engagement as reflected in the Student Attitude to School Survey. Student attendance data to match state benchmarks.		
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 student leadership programs.	<ul style="list-style-type: none"> Continue to provide opportunities for students to develop leadership skills and expand leadership opportunities to include all Year 6 students who volunteer to take on the added responsibilities of a leadership role. Investigate the GRIP (Generosity, Responsibility, Integrity, People) Leadership program, a program which develops leaders with a special focus on school students and the educational sector. 	<ul style="list-style-type: none"> Provision of time and financial support for the investigation of further leadership opportunities. Investigate the possibility and practicality of having the GRIP team present a tailored seminar for our students. Financial support will be needed for this to occur. 	Principal Primary Welfare Officer and Chaplain	2016 2016	<ul style="list-style-type: none"> Broader range of student leadership roles available within the school. Broader range of responsibilities for those students who undertake leadership roles. Investigation of the GRIP leadership program completed and findings presented to staff. Decision made as to whether this program would enhance the leadership opportunities of our students.
Continue to use tracking data to improve outcomes and celebrate successes.	<ul style="list-style-type: none"> Introduction of electronic rolls to more accurately record reasons for non-attendance. Track student attendance data. Use resources available to the school to assist in dealing with long term and chronic absenteeism such as Child First and the School Attendance officer. 	<ul style="list-style-type: none"> Take necessary steps to ensure that the program to enable the taking of electronic rolls is accessible to all staff and that all staff have the necessary hardware. Staff to be trained in how to keep records electronically (if needed). Protocol drawn up for staff to follow in the case of concerns re: attendance. 	Office Manager ICT co-ordinator ICT technician Assistant Principal	Term 1 Ongoing	<ul style="list-style-type: none"> All staff keeping accurate records of student attendance via the electronic roll system. Protocol being followed by staff and evidence, via attendance data, that our actions are impacting positively on students especially those whose rate of absenteeism is historically high.
Further develop strategies to cater for those students who are not actively engaged in learning.	<ul style="list-style-type: none"> Explore / revisit through Professional Development the understanding that not all children learn in the same way. Thoroughly examine the need for hands-on learning experiences and examine current curriculum planning to ensure that this is adequately addressed. 	<ul style="list-style-type: none"> Identify, support and encourage staff to engage in relevant PD opportunities. Support the use of more hands-on learning experiences throughout the school by purchasing necessary resources. 	Leadership team PLT leaders and all staff.	Ongoing	<ul style="list-style-type: none"> Staff engaged in professional learning / reading / discussions which have as their focus ways in which we can cater for a variety of learning styles. Evidence of an expanding use of hands-on learning experiences through anecdotal observations and teachers' work programs.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To improve student wellbeing in social competencies, resilience, self-esteem, and mutual respect.	Targets	To maintain levels of student satisfaction at or above the state mean ranking on the Student Attitude to School Survey as measured by each of the mean factor scores related to <i>Student Relationships</i> and <i>Wellbeing</i> .		
	12 month targets	Improvement in student safety as per student attitude to school survey equal to or above state.			
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
Identify and implement the use of resources proven to build resilience and conflict resolution strategies within students.	<p>The school will use the following programs to promote wellbeing:</p> <ul style="list-style-type: none"> • + Start to School Program. • Building Resilience Social and Emotional Learning Materials • Implement ½ hour sessions per week for every class to take part in the Bounce Back or similar program. • Identify resources which will support the implementation of these and other relevant programs. • Seasons For Growth (Chaplain) <p>The school will promote and encourage our students to participate in programs within our community such as the Girls Circle program.</p>	<ul style="list-style-type: none"> • Continue to support the roles of Primary Welfare Officer and Chaplain both financially and time wise. • Provision of PD for staff as necessary. 	Principal Leadership team Primary Welfare Officer Chaplain	Introduce in term 1 2016 then ongoing	<ul style="list-style-type: none"> • Improvement in results in the student safety area of the attitude to school survey over time which are currently at state mean scores.
Use information programs for parents which build knowledge and understanding of the school's expectations regarding behaviour and anti-bullying.	<ul style="list-style-type: none"> • Develop an information program for parents which informs them of our student engagement and wellbeing policy especially with regard to behaviour and bullying. • Introduce initial 5/6 meeting with parents and students outlining expectations for the year. 	<p>Support the development of this program through time and resource input both human and financial.</p> <p>Nominate an evening and time for this meeting and support staff through time allowance for preparation for the evening.</p>	Assistant Principal Primary Welfare Officer Whole staff Principal Year 5/6 PLT	Develop the program during the 2016 year ready for implementation in Term 1, 2017. Term 1 2016	<ul style="list-style-type: none"> • Complete the development of the information program for parents. • Monitor the progress of the Year 5/6 students during the course of the year to establish success of the initial meeting with parents and students.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning and wellbeing.	Targets	The appropriate allocation and use of funds and resources to support the successful implementation of the goals and targets of this Annual Implementation Plan.		
		12 month targets	Effective use of equity funding for the professional development of staff and the provision of additional support in classrooms.		
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
Extend the induction program to provide additional and ongoing support to the graduate teachers.	<ul style="list-style-type: none"> Review the school's expectations document in relation to students and staff. Prepare an information folder for new staff to GPS. Provide mentors for Graduate staff. 	<ul style="list-style-type: none"> Expectations document reviewed and information folder prepared. Staff asked to feedback on these two documents via PLT meetings. Provide the opportunity for staff to train as mentors. 	Assistant Principal All staff	Term 1 2016 Term 1 and then ongoing	<ul style="list-style-type: none"> Expectations document reviewed and information folder produced. Use of expectations document by all staff as a basis for setting classroom standards. Staff undertaking mentor training.
Formalise processes aimed at building and revitalising the classroom teaching skills of all teachers particularly in Maths and Writing.	<ul style="list-style-type: none"> Provision of whole staff PD in the area of writing. Provision of planning days for all PLTs. 	<ul style="list-style-type: none"> Staff will undertake PD in the 7 Steps to Writing Success as a whole school curriculum day. School will support the idea of breaking this into a 2 day PD to allow for consolidation of understandings and implementation in classrooms. Provide the time and financial support necessary for planning days to occur. 	Assistant Principal PLT leaders and all staff.	Term 1 (day 1 of PD) Term 2 (day 2 of PD) Termly	<ul style="list-style-type: none"> Engagement of all staff in the 7 Steps to Writing Success PD. Implementation of the 7 Steps program across the school. Improvement in the engagement of all students in the writing program across the school (anecdotal observations). In the long term whole school improvement in our results for writing and in particular the growth of cohorts of students from Year 3 to Year 5 demonstrated through our NAPLAN results should be evident.
Formalise processes for reviewing and introducing new school wide programs.	<ul style="list-style-type: none"> Establish consistency across the school through the implementation of a set of non-negotiables re standards that are expected. Continue to investigate relevant assessment tools. Continue to investigate school wide programs which support all staff and students in further developing a culture of co-operation and collaboration within our school. 	<ul style="list-style-type: none"> Non-negotiables established. Provision of relevant PD. 	Principal Assistant Principal PLT leaders All staff	Term 1 Ongoing	<ul style="list-style-type: none"> Observable consistency across the school in relation to respect for our physical working space and high standards in book work, work ethic, co-operation. Consistency across the school in relation to high standards in classroom instruction e.g. use of learning intentions, respectful relationships between staff, students and parents. School wide use of assessment tools and data to inform teaching and learning.
Use of support staff to assist with student learning and wellbeing.	<ul style="list-style-type: none"> Provide additional support to students and staff. 	<ul style="list-style-type: none"> The use of equity funding for the provision of support staff. 	Leadership team All staff	Ongoing	<ul style="list-style-type: none"> Anecdotal evidence on the effectiveness of the classroom support program and the organisational factors which impacted on this.

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	
Focus on curriculum leadership of each PLT.					
Ensure that curriculum is understood through the provision of access to relevant Professional learning.					
Recognise that to be effective, change will take time.					
Ensure that all staff have an understanding of what explicit teaching is.					
Provide support by way of professional reading, professional learning, discussions with colleagues.					
Provision of PLT planning times.					
Identify and implement agreed upon assessment measure across the school.					
Establish an agreed upon assessment schedule.					
Monitor the use of assessments and gain feedback from staff to ensure aims are being met i.e: measurement of growth identification of individual learning needs impact on curriculum planning.					
Curriculum leaders of each PLT to facilitate and undertake the provision of professional learning with staff.					
Identify, support and encourage staff to engage in relevant PD opportunities.					
Build the expectation that student results and anecdotal observations will be used by staff to reflect on teaching practices.					
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	
Continue to provide opportunities for students to develop leadership skills and expand leadership opportunities to include all Year 6 students who volunteer to take on the added responsibilities of a leadership role.					
Investigate the GRIP (Generosity, Responsibility, Integrity, People) Leadership program, a program which develops leaders with a special focus on school students and the educational sector.					
Introduction of electronic rolls to more accurately record reasons for non-attendance.					
Track student attendance data.					
Use resources available to the school to assist in dealing with long term and chronic absenteeism such as Child First and the School					

Attendance officer.					
Explore / revisit through Professional Development the understanding that not all children learn in the same way.					
Thoroughly examine the need for hands-on learning experiences and examine current curriculum planning to ensure that this is adequately addressed.					
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	
The school will use the following programs to promote wellbeing: + Start to School Program. Building Resilience Social and Emotional Learning Materials Implement ½ hour sessions per week for every class to take part in the Bounce Back or similar program. Identify resources which will support the implementation of these and other relevant programs. Seasons For Growth (Chaplain)					
The school will promote and encourage our students to participate in programs within our community such as the Girls Circle program.					
Develop an information program for parents which informs them of our student engagement and wellbeing policy especially with regard to our attitude towards behaviour and bullying.					
Introduce an initial 5/6 meeting with parents and students outlining expectations for the year.					
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	
Review the school's expectations document in relation to students and staff.					
Prepare an information folder for new staff to GPS.					
Provide mentors for Graduate staff.					
Provision of whole staff PD in the area of writing.					
Provision of planning days for all PLTs.					
Establish consistency across the school through the implementation of a set of non-negotiables re standards that are expected.					
Continue to investigate relevant assessment tools.					
Continue to investigate school wide programs which support all staff and students in further developing a culture of co-operation and collaboration within our school.					

Provide additional support to students and staff.					
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