

2016 Annual Implementation Plan: for Improving Student Outcomes

5160

Mill Park Primary School 2016

Based on Strategic Plan 2015-2018



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

Endorsements

Endorsement by School Principal	<p>Signed </p> <p>Name Lu Alessi</p> <p>Date 16th February 2016</p>
Endorsement by School Council	<p>Signed </p> <p>Name Bernard Ponton</p> <p>Date 16th February 2016</p>
Endorsement by Senior Advisor	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

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.	
Following the review of student achievement data, the first year of the Strategic Plan, the 2015 AIP and the development of school-wide protocols for teaching and learning, it has become evident that the school's continuous improvement journey should continue. The focus on <i>Excellence in Teaching and Learning</i> would encompass a consistent and scaffolded approach from Foundation to Year 6, curriculum planning to reflect the developmental stages of the Victorian Curriculum, school wide and timely assessment tasks, as well as a rigorous Peer Observation program. The development of a differentiated curriculum to more adequately meet the needs of our students will form the focus and significant professional learning for the 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
Building Practice Excellence	<ul style="list-style-type: none"> Build consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance Develop a focus on differentiating the curriculum across all year levels and curriculum areas, with effectiveness measured through achievement data and feedback from surveys Through the Peer Observation Program organise and resource for staff to collaborate with and receive feedback from colleagues in order to improve their practice Professional learning to focus on improving student learning, with effectiveness measured through the impact on student outcomes over time Develop an understanding that professional learning happens in a teacher's daily work, and not just outside of class time, resulting in a work-embedded culture of professional learning and collaboration
Curriculum Planning and Assessment	<ul style="list-style-type: none"> Differentiate lesson plans to accommodate a range of needs and abilities in each classroom Continue to develop data literacy, including the ability to understand, interpret and analyse a range of data Compare and triangulate available student outcome data Plan for consistency in moderation of student assessment Create common assessment tools to enable teacher moderation Modify student individual learning plans based on assessment results Develop rigorous self and peer assessment expectations for all students

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To build the capacity of teachers to understand how assessment informs student learning	Targets	<ul style="list-style-type: none"> • By 2018, to increase the percentage of students achieving above the expected levels in Teacher Judgements by 10% within each year level. • All students to demonstrate growth of one year in all domains of English and Mathematics. • NAPLAN: Year 3 to be at or above the state mean in English and Mathematics; Year 5 to match the state mean. 		
	Continue to develop a culture of ongoing improvement	12 month targets	<ul style="list-style-type: none"> • Students below expected level to increase achievement by 10% • Students at expected level to increase achievement by 10% • Students above expected level to increase achievement by 10% • All students to demonstrate growth of one year in all domains of English and Mathematics. • Year 3 NAPLAN to be at or above the state mean in English and Mathematics • Year 5 NAPLAN to match the state mean in English and Mathematics 		
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
Building Practice Excellence	<ul style="list-style-type: none"> • Continue to provide daily explicit instruction in English and Mathematics • Continue to identify, document and implement key strategies for the development of comprehension skills in Reading • Continue to use multiple sources of data to identify areas of underperformance and develop strategies to improve teaching programs • Continue to provide extension and intervention programs in English and Mathematics • Continue to develop a vertical curriculum • Continue to develop an understanding of a differentiated curriculum • Continue to provide professional development focussing on high quality instructional practice and individualised teaching • Continue to communicate curriculum to parents and provide opportunities for parents to gain an understanding of the content and teaching strategies in use • Provide ongoing professional learning for all staff in: <ul style="list-style-type: none"> - teaching English and Mathematics - the Inquiry Model of Learning - the use of data within year level teams to personalise learning opportunities for all students - ICT skills and the ability to use their knowledge to enhance student learning • Embed the coaching and professional observations programs in an environment of reflective ongoing development and appraisal • Introduce the Victorian Curriculum into all facets of planning, implementation and assessment 	<ul style="list-style-type: none"> • Ensure planning times focus on student learning outcomes • Provide professional learning opportunities for teachers to observe other teachers at work both at Mill Park and at other schools • Develop a whole school vertical curriculum • Ensure induction processes reflect the culture; expectations of the school and of the different year levels, e.g. instructional models, etc. • Develop a culture of observation, feedback and professional sharing of practices • Develop teachers' capacity to stimulate and enrich students' learning • Embed an understanding of a differentiated curriculum school-wide • Ensure the differentiated curriculum becomes 'visible' within the school • Facilitate professional dialogue focused on the differentiated curriculum and how it is meeting students' needs • Provide professional development on the Victorian Curriculum • Conduct an audit to align AusVELS with the Victorian Curriculum • Include goals related to the Victorian Curriculum into the PDP process • Budgets • Support programs • Common planning time • Consistent data collection • Seek rich professional learning 	<ul style="list-style-type: none"> Classroom Teachers LEEP Classroom Teachers Data Manager Classroom Teachers Year Levels LEEP Leadership Team All Teachers LEEP Leadership Team LEEP 	<ul style="list-style-type: none"> Weekly Termly Fortnightly Weekly End of Semester 1 End of Semester 2 End of Semester 1 Ongoing End of Semester 2 End of Semester 2 End of Semester 2 	<ul style="list-style-type: none"> • A consistent and scaffolded approach to the teaching of comprehension skills across the school • Data used to inform teaching • School wide AusVELS curriculum planner audited against the Victorian Curriculum and implemented across year levels and specialist programs • Curriculum planning linked to needs of students • Common assessment tasks are identified and shared with students • All teachers participate in Professional Observations throughout the year • Curriculum planning reflects understanding of the Victorian Curriculum and developmental stages of students • Provision of parent education programs across all year levels • Evidence of professional learning incorporated into planning documents • Teacher reflective journals inform good instructional practice across all areas of curriculum • Protocols for Teaching and Learning implemented school-wide • Principles of Learning and Teaching (PoLT) survey conducted with all students to provide feedback to all teachers • Professional development planner targets exemplary instructional practice, with a focus on the differentiated curriculum • Monitor student achievement growth from Semester 2, 2015 with end of Semester 1, 2016 • Continue to implement the Education Support Group (ESG) process for students requiring additional support or extension with their learning

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
Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Review the school wide Assessment Schedule to ensure assessment tasks are informing teaching • Use the Victorian Curriculum achievement standards to design programs and monitor student progression • Consolidate expertise in diagnosing and setting goals • Use a range of data and feedback to evaluate student progress and the impact of their teaching • Regularly monitor and adjust learning programs based on analysis of performance data and other information sources • Moderate assessment of students' learning to ensure they are based on consistent professional judgements and evaluate the impact on student learning • Develop expertise in facilitating peer evaluation and self-evaluation among students 	<ul style="list-style-type: none"> • Revise the Assessment Schedule to ensure assessment tasks are <i>for, as and of</i> learning • Devise common assessment tasks with opportunities for teacher and student feedback about the assessment task • Raise expectations of the purpose of moderation and clearly identify moderated work samples • Professional development to support teachers in setting and assigning goals • Explicit strategies and resources for peer and self-evaluation taught in classroom 	<p>LEEP</p> <p>All Teachers</p> <p>All Teachers</p> <p>All Teachers</p> <p>Year Levels</p> <p>All Teachers</p>	<p>Semester 2</p> <p>End of Semester 1 & Semester 2</p> <p>End of Semester 1</p> <p>Weekly</p> <p>Termly</p> <p>End of Semester 1 & Semester 2</p>	<ul style="list-style-type: none"> • Formalised process and criteria to identify students to be involved in extension and intervention programs • All teachers implementing the school wide Assessment Schedule • Differentiation is evident in teacher and year level planning documentation • Explicit use of peer and self-assessment documented in work programs. • Students demonstrate developing capacity for effective peer and self-assessment.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To cooperatively develop specific school values and embed them into everyday language and practice.	Targets	<ul style="list-style-type: none"> • By 2018 develop and promote behaviours and attitudes across the school community that support the achievement of ‘personal best’ and is reflected in the Attitudes to School, Parent Opinion and Staff Climate surveys. • By 2018, the mean score for the Transitions variable in the Parent Opinion Survey will continue to trend up. 		
	To ensure all students have a smooth, planned and logical progression through the stages of learning.	12 month targets	<ul style="list-style-type: none"> • Improved outcomes reflected in all components of the Attitudes to School, Parent Opinion and Staff Climate surveys. • 		
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 school values and embed them into everyday language and practice	<ul style="list-style-type: none"> • Develop a school wide values program • Establish agreed understandings of behaviours between various groups within the school and community • Collaboratively identify and agree on school values • Publish the school values across a broad range of media • Specify R.I.C.E 	<ul style="list-style-type: none"> • Audit current practices and programs against the values • Clarification of expectations: student – teacher; teacher- student; student – student and teacher - teacher • Review school values • Focus on one value per term 	All staff	Termly	<ul style="list-style-type: none"> • The Values Program F- 6 is embedded in the school culture • Successful implementation of agreed behaviours for all sectors of the school • School community informed about values and agreed behaviours through a variety of forums and media • Successful review of Transition programs by students, parents and teachers • Improvement in Transition element of the Parent Opinion Survey from 2015 • Improved Student Voice through use of variety of tools to seek feedback
Students have a smooth, planned and logical progression through the stages of learning	<ul style="list-style-type: none"> • Continue to review the school’s transition programs, including feedback from students and parents - change transition language to be positive • Bring FISH Philosophy into transition to change language into a positive focus • Provide professional development related to the ‘Fish’ philosophy to complement the values program • Continue the implementation of the Student Leadership Program for student leaders • Leaders in Me – 8 habits of highly effective – focus on students 	<ul style="list-style-type: none"> • Investigate and monitor student opinion data with students • Investigate the relevance of the ‘FISH’ program and principles in this school. • Provide students with peer-to-peer learning to further develop skills and values 	All staff	Termly	<ul style="list-style-type: none"> • Feedback from the Foundation Parents’ Enrolment Survey data • Feedback from pre-schools and secondary colleges to drive future improvement • Documented improvement measures for transition programs through use of Network resources • Recommendations arising from the ‘Fish’ philosophy embedded with staff • Documented evidence of the Student Leadership Program implementation • Improved behaviour management data across all Year Levels • Improved communication through greater empowerment and more accountability for students to solve issues

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PRODUCTIVITY					
Goals	To develop a professional learning planner that supports continuous improvement and demonstrates growth in the Staff Climate Survey.	Targets	<ul style="list-style-type: none"> By 2018 develop a leadership structure which incorporates succession planning. 		
		12 month targets	<ul style="list-style-type: none"> Roles and Responsibilities document to provide role clarity Documented leadership structure with clearly defined succession planning Improved outcomes resulting in the Staff Opinion Survey 		
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 professional learning planner that supports continuous improvement.	<ul style="list-style-type: none"> Continue to implement an annual professional learning planner featuring a culture of improvement Continue to provide ongoing professional learning for all staff in leadership development Continue to create a school wide timetable which reflects learning programs Continue to structure classes and year level teams to maximise teamwork and learning opportunities Review the allocation of funding to key learning priorities Continue to allocate funding to key learning priorities Continue to provide specialised programs for students with additional needs, including speech, EAL, etc Professional Learning Planner Ongoing professional development 	<ul style="list-style-type: none"> To evaluate the leadership structure with reference to the Strategic Plan Build the capacity of all leaders (change to staff) Consolidate role clarity for all staff Continue to reflect on what is needed for workforce planning each year Continue targeted professional development sessions on a fortnightly basis Consistent sharing of PD by all staff 	<ul style="list-style-type: none"> Leadership Team Leadership Team Assistant Principal Principal Leadership Team LEEP LEEP 	<ul style="list-style-type: none"> Termly Termly Termly Termly Termly Annually Termly 	<ul style="list-style-type: none"> Professional learning planner agreed upon and published Leadership program opportunity provided for all staff Termly timetables reflect commitment to continuous improvement Funding allocations correlate with student and school needs Staffing allocation complements students' learning and developmental needs

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	