2016 Annual Implementation Plan: for Improving Student Outcomes

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Barwon Heads Primary School
2016

Based on Strategic Plan 2016-19

Endorsements

Endorsement by School Principal	Signed………………………………………. Name: Darren Roskosch Date………………………………………
Endorsement by School Council	Signed………………………………………. Name: Steve Copland Date………………………………………
Endorsement by Senior Advisor	Signed………………………………………. Name: Alan Davis 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

Barwon Heads Primary School promotes integrity, lifelong learning and the attainment of excellence.

Our core purpose is to provide the Barwon Heads community with a comprehensive primary education for all students that empowers them to reach their full academic, social and physical potential, thus providing them with '...a bridge to the future.'

Our aim is to equip our students for the future – through the provision of:

- **high expectations**
- **positive attitudes**
- **diverse opportunities**
- **an organisational culture of student safety and well being**

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.
The above initiatives support our work and progress in the establishment of a PLC culture. Leadership development is based around the support for staff in implementing a PLC approach to data assessment and planning.   **Our key focus will be to identify effective assessment approaches that support the triangulation of data, and provide staff with a greater confidence in making teacher judgements for reporting purposes. The strategic review determined teacher judgements were conservative and did not accurately reflect student data obtained through other data sources. i.e. NAPLAN**

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: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs	• **Extend staff knowledge in the understanding of operating in an effective PLCs** • **Develop proficiency scales for identified Essential Learning Standards (ELS) for reading, writing and number** • **Identify, develop, document, and implement whole school processes for planning and assessment for Reading, Writing, and Numeracy**
Building leadership teams Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence	• **Develop role statements for Educational Leaders that support the PLC approach to school organisation** • **Develop role statements for Capabilities Leaders that support the School Improvement agenda** • **Develop role statements for PLC Leaders that support the work of PLCs**

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT				
Goals	To improve the learning growth and achievement of every student in literacy and numeracy	**Targets**	• Increasing the percentage of students F-6 achieving above the expected level in all assessments • Increasing the percentage of students achieving high growth and decreasing the percentage achieving low growth on the NAPLAN relative growth assessments.	

		12 month targets	• Proficiency scales produced for all Number, Reading, and Writing ELSs
			• Decrease the percentage of students achieving LOW growth in NAPLAN for Numeracy from 22.4%, Reading 16.7%, and writing from 22.6% in 2016
			• All 2016 students achieve a min 1.0 growth in standardised testing during the calendar year, illustrated in end of semester VELS teacher judgements
			• Increase percentage of F-6 students achieving a progression point of A or B in 2016:
			  - Writing 28.5% to a minimum 30%
			  - Number and Algebra 29.4%% to a minimum 32%	

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 research-based instructional model and implement a whole school approach to teaching and learning to ensure consistency of practice.	1. Consolidate practice through professional learning around the PLC and visible learning model to ensure:
	
	- Consistent and accurate use of data to inform curriculum planning and teacher practice
	- Frequent opportunities to moderate student work
	- Curriculum knowledge continues to be developed through learning focus, success criteria, quality tasks and quality feedback
	- An agreed instructional model for learning and research-based instruction is implemented F-6
	- Continued focus on coaching (in the areas of Literacy and Numeracy) and reflection – external coaches appointed.
	2. Continue to implement and embed Reader's Workshop, Writer's Workshop and the agreed whole school numeracy model.
	3. Investigate standardized assessment tools to assist teachers judgments
	4. Use triangulated data to inform accurate teacher judgments.
	5. Build teacher skills in developing and analyzing quality Common Formative Assessment Tasks (CFAT).
	6. Ensure intervention/enrichment is provided for all students at point of need.
	7. Build PLC team responsibility and accountability for student data
	8. Ensure a F-6 focus on conferencing and goal setting through the development of Proficiency Scales
		• Whole staff professional learning provided (PLC). 0.2 Educational Leadership release
		• Whole staff commitment to school improvement priorities and the PLC approach documented
		• Andrea Hillbrick – Numeracy Coach appointed (fortnightly visits) $16,740
		• Julie Bennett – Literacy Coach appointed (fortnightly visits) $14,400
		• Weekly 30 minute formal PLC meetings – attended by Educational leader and Principal
		    o Focus: data/instruction/planning
		• Budget allocation for Literacy and Numeracy to reflect school improvement focus
		   - $22,950 Literacy
		   - $39,808 Numeracy
		• Staff PDPs to reflect commitment to PLC processes
			Educational Leadership Team
			
			Principal Class
				Ongoing	• PLC structures established
					
					• PLC meeting timetable allocated
					
					• Instructional model (PLC/Visible Learning) clarified, agreed and documented.
					
					• Whole school instructional models, high probability strategies and formative and summative assessment explored through professional learning, agreed and documented
					
					• Learning Focus and success criteria evident in curriculum documentation in all learning areas and year levels.
					
					• Teacher PDPs demonstrate teacher practice informed by student feedback and teacher observation.
					
					• Whole school intervention program agreed and documented.
					
					• Whole staff commitment to school improvement priorities and the PLC approach documented.
					
					• Number, Reading, Writing ELS identified and documented – proficiency scales constructed
					
					• Documented CFAT development for ELSs for Foundation to grade 6
					
					• Pre/post ZPD (Guttman) charts created for CFAT data – indicating outcomes and growth
					
					• Coaching Model employed
					    o Instruction
					    o Demonstration
					    o Observation
					    o Feedback
					    (Gradual Release of Responsibility)
					
					• Professional Learning to include focus on:
					    o PLC approach
					    o Visible Learning approach
					    o CFAT development

					○ Data analysis/triangulation ○ Moderation
Embed collaborative PLC function and collective responsibility for high quality learning and for all students	1. PLCs develop and document roles, accountabilities, norms, protocols. 2. Develop and implement PLC action plans based on SMART goals. 3. Implement and monitor collaborative PLC protocols and processes.	• Weekly PLC Meetings	Principal Educational Leaders		• PLC norms, protocols, success criteria agreed and documented. • PLC minutes show agreed norms, protocols and focus on student learning. • Principal attends Educational Leader led weekly PLC meetings to monitor / support PLC operation. • Student Learning, data and planning discussed at every meeting. • Analysis of previous year's NAPLAN data to identify components in which students are underperforming, and the development and implementation of plans to improve outcomes in these areas. • Data collection, entry and use processes agreed, documented and implemented - pre and post Common Formative Assessment tasks • Termly Learning tasks completed around ELS Proficiency Scales (uploaded online to COMPASS as part of live reporting process • Data on all students shared with all teams members pre and post CFATS • Reflection of individual teacher practice based on student growth post CFAT • Standard data presentation formats developed for staff and students • Moderation of teacher judgements scheduled and documented. • Whole school assessment schedule agreed and implemented including formative assessments • Reading, Spelling and Numeracy Baseline data established by end February and reassessed in November. Words Their Way Inventory/Fountas&Pinnell/Magic 100-200 words • Accountability mechanisms established & monitored through PLC planning and individual work plans. • Student achievement against targets monitored and reported by PLC leaders to whole school staff each semester.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To establish a rich, relevant, challenging and stimulating learning environment that promotes and supports student and parent engagement.	**Targets**	• Increase Attitudes to School Survey Percentile for Stimulating Learning, Teacher Effectiveness, and Teacher Empathy to 3rd quartile • Increase Parent Opinion Percentiles for Student Motivation and School Connectedness to 3rd quartile		
		12 month targets	• Increase Attitudes to School Survey Percentile for Stimulating Learning (from 50.3 to 75+), Teacher Effectiveness (from 60.3 to 75+), and Teacher Empathy (from 64 to 75+) • Increase Parent Opinion Percentiles for Student Motivation (from 16.7 to 30+) and School Connectedness (from 20.8 to 35+)		

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, document and communicate coordinated strategies to engage students, parents and the community as partners in learning.	1. Continue to build opportunities for authentic student led conferences and learning discussions to ensure student voice in learning across the school. 2. Complete an audit of parent skills/expertise to support student learning. Research, develop and implement a parental role statement/model for teachers to engage parents in student learning activities, such as inquiry learning, for classroom support. 3. Expand the current student leadership model. 4. Broaden the range of opportunities for student leadership	• Staff, students and community provide input into student leadership roles for the purpose of expansion and greater leadership opportunities • Coordinate opportunities for parents to work with student leadership teams • Coordinate opportunities for grade 5 student leadership to support resume development for students • Timetable fortnightly student leadership meetings – led by school captains/supported by Principal • Assistant Principal involvement in student leadership activities • School Council involvement in student leadership activities • Allocate student leadership budget through school council - $800	Principal Assistant Principal School Council School Captains JSC	Annual - ongoing	• Parent audit completed minimum 50% return rate senior grades • Student Leadership roles expanded and documented with role description • Meeting timetables and agendas completed and implemented (documented) • Student led initiatives enacted and promoted • Student leadership booklet outlining role responsibilities and selection process

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	To develop students who are motivated, resilient and willing to contribute to the wellbeing of others.	**Targets**	• Increase Attitudes to School Survey percentiles for Classroom Behavior and Learning Confidence to 90+ • Increase Parent Opinion Survey Percentile for connectedness to peers and social skills to 3rd quartile.
		12 month targets	• Increase Attitudes to School Survey percentiles for Classroom Behavior from 80.8 to 85+) and Learning Confidence (from 82.7 to 85+) • Increase Parent Opinion Survey Percentile for connectedness to peers (from 56.6 to 65+) and social skills (from 34.5 to 45+)

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 a whole school approach to wellbeing that includes proactive strategies to focus on promotion of positive relationships, student resilience and individual and collective efficacy.	1. Research, develop and implement a whole school program to support student wellbeing and mindfulness through Positive Education. 2. Continue to ensure the transition process from Kinder – Foundation, Grade Six – Year Seven, and between year levels, is a positive and seamless experience for all students 3. Review and assess You Can Do It program	• Dedicated Professional learning allocation to Teaching and Learning Schedule • Budget allocation to enable program purchase • Positive Education training and Promotion –visibility, promotion and understanding of program • Positive Education focus at whole school assembly – culmination is Pos Ed certificates	PCOs Educational Leaders School Captains JSC Student Leadership Teams	Annual - Ongoing	• Staff Training in Positive Education – all processes and functions documented • Identification, purchase and implementation of Positive Education Program

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY				
Goals	To align the allocation of resources (human, financial, time, space and materials) to optimise opportunities and learning outcomes for students.	**Targets**	• Increase Parent Opinion Percentile for School Improvement and General Satisfaction to 50+ • Increase Staff Opinion Percent of Endorsement Teacher Collaboration to 90%+ • Enhanced student achievement data as a result of targeted resource allocation at or above state NAPLAN growth in all areas	
		12 month targets	• Increase Parent Opinion Percentile for School Improvement (from 4.4 to 30+) and General Satisfaction (from 14.1 to 30+) • Increase Staff Opinion Percent of Endorsement Teacher Collaboration (from 85.6% to 90%+) • Enhanced student achievement data as a result of targeted resource allocation at or above state NAPLAN growth in all areas	

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

Manage and align the allocation of resources according to priorities determined in the school strategic plan.	1. Continuously review and refine leadership structures and ensure the work is aligned to improving student learning outcomes via the PLCs
	
	2. Allocate resources to support the work of the PLCs.
	
	3. Continue to review and define the school's leadership structure and areas of school responsibility and accountability
	
	4. Continue to allocate resources to the work of PLC teams and invest in quality professional learning that is driven by whole school initiatives.
	
	5. Allocate Equity Finance towards improvement of Literacy and Numeracy outcomes ($8,104)
		• Build a School Improvement based leadership team with explicit role descriptions
		
		• Timetabled Principal attended weekly PLC meetings for all staff
		
		• Timetabled consideration and release for PLCs to enable group meeting
		• Release for Educational leaders in order to lead and support PLCs
		
		• Employment of Literacy Coach
		
		• Employment of Numeracy Coach
			PCOs
			Educational Leaders
			Capabilities Leaders
			- ICT
			- Literacy
			- Numeracy
				Annual - Ongoing	• Documented role Descriptions for all leadership positions and accountabilities
					  - Educational Leaders (Assessment and Reporting / Curriculum)
					  - Capabilities Leaders (ICT / Literacy / Numeracy)
					  - PLC Leaders
					
					• Timetabled PLC meetings with documented minutes
					
					• Google Doc PLC agendas and meeting outcomes
					
					• Literacy/numeracy Coach timetables

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT: Total funding $8,104

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	
Embed an agreed research-based instructional model and implement a whole school approach to teaching and learning to ensure consistency of practice.		-		-	
Embed collaborative PLC function and collective responsibility for high quality learning and for all students				-	

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	
Plan, document and communicate coordinated strategies to engage students, parents and the community as partners in learning.					

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	
Embed a whole school approach to wellbeing that includes proactive					

strategies to focus on promotion of positive relationships, student resilience and individual and collective efficacy.					

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**	
Literacy Coach **$14,400** **total financial commitment**		Fortnightly timetabled visits Provisional of Professional Learning for staff Gradual Release of Responsibility model - Professional Learning - Demonstration/modelling - Implementation/observation Feedback/reflection		Improved Learning outcomes in the area of Literacy (Reading and Writing) - Above state attainment in Reading and Writing - At or above state growth in NAPLAN for Reading and Writing	$14,400 allocated
Numeracy Coach **$16,740** **total financial commitment**		Fortnightly timetabled visits Provisional of Professional Learning for staff Gradual Release of Responsibility model - Professional Learning - Demonstration/modelling - Implementation/observation Feedback/reflection		Improved Learning outcomes in the area of Numeracy - Above state attainment in Numeracy At or above state growth in NAPLAN for numeracy	$16,740 allocated