

2016 Annual Implementation Plan: for Improving Student Outcomes

2479

Diggers Rest Primary School 2015

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed:  Name: Rachelle Hedger Date: 7.12.2015
Endorsement by School Council	Signed:  Name: Catelyn Farrell Date: 7.12.2015
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/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Diggers Rest Primary School's Strategic Plan was developed in 2014 and the 2015 Annual Implementation Plan aligned directly with pinpointed goals. A clear focus on building practice excellence has resulted in a culture of collaboration with action research principles used to underpin collective capacity building. An instructional model in reading has been developed and teachers are now released to plan collaboratively in teams using a prescribed model. We have seen improved student learning outcomes (teacher judgement and NAPLAN) in 2015, however an examination of 'learning gain' data (NAPLAN) shows that improvements can still be made. Hence the continued focus on 'Excellence in teaching and learning' with a focus on Curriculum Planning and Assessment. In 2015 we experienced significant school growth. As could be expected, students are entering the school at a variety of levels – many missing the building blocks for success in literacy and numeracy. 75% of students entering the school in 2015 required interventions to support phonological awareness and counting. In 2015 these actions have been reactionary. A continued focus in this area will allow for strategic targeting of resources.

In 2014/15 the parent opinion, student attitude to school and resilience surveys highlighted that although our academic results are good, there are issues around student empowerment and control of their learning. Our students are certainly learning but they do not understand why and are not yet connected with our learning protocols. These issues were indicated by results lower than similar schools in the student motivation section of the parent opinion survey and a lower than state result in the learning confidence section of the attitude to school survey. The resilience survey taken by students in years 2-6 indicated that although our children felt safe, happy and supported, they did not feel empowered and as a consequence their sense of identity was limited. This evidence correlates with direct observation by teachers and also an in-depth analysis of NAPLAN results where students struggled to apply learning to new concepts independently.

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"> Embed a whole school Numeracy instructional model with agreed pedagogies for the teaching of numeracy. Establish Peer Observation Process to further develop whole school Numeracy instructional model and peer coaching. Address the needs of students new to the school and not meeting expected standards.

Empowering students and building school pride	<ul style="list-style-type: none">• Investigate and implement a school wide program for resilience and self-management (school wide positive behaviour support).• Develop students' ability to be reflective and independent learners through structured capacity building and consistent instructional models.• Establish learning protocols as a benchmark of learner expectation.

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ACHIEVEMENT					
Goals	To improve student learning in Numeracy from Foundation to Year 6.	Targets	<p>An increase from 10% (2014) to 25% of students across the school achieving an A in Mathematics (AusVELS) by 2017.</p> <p>Each student deemed capable to achieve one year of growth or more within each calendar year.</p> <p>80% of students achieving 'high' or 'medium' growth when considering relative growth data in NAPLAN mathematics.</p>		
		12 month targets	<p>15% of students to achieve an A in Mathematics – Number and Algebra by the end of 2016.</p> <p>Each student deemed capable to achieve one year of growth or more within each calendar year.</p> <p>80% of students achieving 'high' or 'medium' growth when considering relative growth data in NAPLAN mathematics.</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Follow the principles of action research to build teacher capacity around the effective teaching of numeracy.	Incorporate teacher moderation processes at and across year levels to develop teacher confidence and consistency.	<p>Include scheduled teacher moderation sessions in professional development schedule.</p> <p>Use Victorian curriculum as a comparison point.</p> <p>Document annotated strategies for future reference.</p>	Principal & Literacy Leader	End 2016 (one session per term)	<p>Regular teacher moderation using agreed assessment tasks and data.</p> <p>Documented moderation process and support materials.</p>
Establish a whole school Numeracy instructional model with agreed pedagogies for the teaching of numeracy. Collect data and evidence in relation to the effectiveness of the whole school Numeracy instructional model and agreed pedagogies	<p>Trial and refine an Instructional Model for Numeracy.</p> <p>Collect data in relation to effectiveness of the Instructional Model for Numeracy.</p>	<p>Build upon documented model from 2015.</p> <p>Use coach to build capacity and shared efficacy around the components of the Instructional Model (expected expenditure \$1500).</p> <p>Provide opportunities for structured planning using elements of the Instructional Model (expected expenditure \$2400).</p> <p>Use Peer Observation to examine consistency of model across the school (expected expenditure \$1200).</p> <p>Collect data around effectiveness of model.</p>	Principal & Mathematics Leader	End 2016	<p>Evidence of consistent Instructional Model implementation in classrooms.</p> <p>Collection of qualitative and quantitative data in relation to Instructional Model for Numeracy.</p>
Establish structures, resources and processes for the collection, sharing and effective use of data across the school.	Develop an assessment and reporting policy and whole school assessment schedule based on assessments trialled in 2015.	<p>Implement PAT maths and literacy assessments (expected expenditure \$3000).</p> <p>Incorporate the following assessments on Student Performance Analyser:</p> <ul style="list-style-type: none"> - English Online - Mathematics Online - Fountas & Pinnell benchmarking - PAT maths - PAT literacy <p>Formalise timing around assessments.</p> <p>Capture shared understandings in a policy and schedule.</p>	Whole school team	End term 2	Assessment and Reporting policy/schedule with documented review cycle.
Establish Peer Observation Process to further develop whole	Refine and document processes for Peer Observation.	<p>Allocate budget for CRT coverage (expected expenditure \$1200).</p> <p>Implement peer observation round term two</p>	Principal Teaching staff	End 2016	Documented process and protocols for peer observation. Feedback indicating impact on teacher performance.

school Numeracy instructional model.		(literacy instructional model). Collect feedback in reference to impact on practice. Refine process. Implement peer observation round term three (numeracy instructional model). Collect feedback in reference to impact on practice. Refine process. Formalise process for 2017 school year.	Principal Teaching staff Teaching staff Principal Teaching staff Principal		
Develop and promote learning protocols as a benchmark for the expectation of learners.	Audit classroom experiences with reference to learning protocols.	Allocate time in professional learning calendar. Audit classroom activities (as indicated by planners) in relation to protocols. Audit classroom activities (incidentals) in relation to protocols. Audit learning intentions in relation to protocols.	Whole school team	Term two	Students and teachers able to articulate strengths and weaknesses in relation to learning protocols.
Build teacher capacity around assessment and effective data use to inform teaching and learning.	Provide professional learning around: - Rich assessment tasks - Data Literacy - Differentiation based on data/evidence.	Allocate time in professional learning calendar.	Principal	Term one	Evidence of professional learning in peer observations and planning.
	Document processes for Professional Learning Team data analysis and planning.	Build upon backward design/Timperley model already in place with key expectations in each section.. Document key steps taken for effective planning. Operationalise.	Whole school team	Term two	Documented processes and protocols for the use of data in Professional Learning Teams.
	Investigate data sources for incorporation in staff Performance and Development conversations.	Examine evidence used in the 2015 Performance and Development process. Use new ES Performance and Development template as an impetus for the examination of evidence. Document evidence sources in terms of effectiveness.	Whole school team	Term one (in line with Performance and Development process).	Documented expectations for evidence in staff Performance and Development.
Address the needs of students new to the school and not meeting expected standards.	Implement flexible intervention for students new to the school.	Employ/train ES staff on growth points (numeracy) and phonological awareness (literacy). Complete specific training in Language, Learning and Literacy Program. Refine and document enrolment processes to assess student learning needs prior to school entry. Upon entry, commence Mathematics Online Interview & literacy screener. Provide flexible, short term second tier intervention based on learning needs. Assess impact in classroom.	Principal, student wellbeing coordinator and allocated ES staff.	End 2016.	Documented strategy. Students new to the school able to meet expected levels or referred to processes for third tier intervention. Improved student outcomes in literacy and numeracy. Measurements of time taken to diagnose learning difficulties.

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ENGAGEMENT					
Goals	<p>To develop greater student resilience and confidence as lifelong learners.</p> <p>To continue to support families to develop effective strategies around attendance and punctuality.</p>	Targets	<p>Student motivation, learning confidence and school connectedness components of the Student Attitude to School Survey remain consistent over the period of the school strategic plan.</p> <p>Student motivation and school connectedness components of the Parent Opinion Survey remain in the 4th quadrant over the period of the School Strategic Plan.</p> <p>The 'Collective focus on learning' component within the Staff Opinion Survey to remain above the 67th percentile over the period of the School Strategic Plan.</p>		
		12 month targets	<p>2016 Student Attitude to Schools Survey: Student motivation factor mean score to be above 4.8. Learning confidence factor mean score to be above 4.0.</p> <p>The 'Collective focus on learning' component within the 2016 Staff Opinion Survey to be above the 75th percentile.</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Implement a structured program that emphasises student control of their own learning.	Develop teaching protocols.	Use Instructional Models in Literacy and Numeracy as a platform for the development of teaching protocols.	Whole school team	Term three	Documented protocols that have been jointly developed. Protocols introduced into induction process.
	Introduce basic tools for students to measure their own learning and systematic reflection.	Trial use of various tools in professional learning opportunities. Introduce tools to students. Investigate methods for authentic reflection in the classroom.	Whole school team.	Throughout year	Students able to reflect upon and articulate their learning. Clear and documented expectations for student reflection. Implementation of a variety of self assessment tools in the classroom.
Develop students' ability to be reflective and independent learners through structured capacity building and consistent instructional models.	Extend extra-curricular and after school activities to include collaborative and challenge based games and activities.	Use 'Wacky Wednesday' as a platform for structured collaborative and challenge based games and activities.	Student wellbeing coordinator	Term two	Collaborative and challenge based activities a regular part of 'Wacky Wednesday' activities. Teachers actively taking responsibility for the development of activities. Students able to articulate the importance of collaboration and challenge.
	Examination of the research behind challenge and the development of a shared language for challenge.	Allocate curriculum day Engage staff with the research around challenge. Creation of a consistent language and visual in relation to challenge. Introduction and reinforcement in the classroom.	Whole school team	Term one	Artefacts in classrooms to represent illustration of challenge. Students able to articulate the language of challenge.
Establish learning protocols as a benchmark of learner expectations.	Continue to refine learning protocols.	Conduct student/parent focus groups about learning protocols – perceptions, understandings and ways to improve.	Principal & Student Wellbeing Coordinator	Term two	A clear plan for embedding the learning protocols into practice.
	Audit classroom experiences with reference to learning protocols.	Allocate time in professional learning calendar. Audit classroom activities (as indicated by planners) in relation to protocols. Audit classroom activities (incidentals) in relation to protocols. Audit learning intentions in relation to protocols.	Whole school team	Term two	Students and teachers able to articulate strengths and weaknesses in relation to learning protocols.
Investigate and implement a school wide resilience program.	Conduct focus groups with students and establish an empowerment project.	Participation in the Resilience Project. Whole school analysis of data from the Resilience Survey. Selection of a staff member to facilitate forums.	Principal & staff member	April	Completed project. Results in resilience survey indicating students who are feeling empowered.

		<p>Selection of a cross section of students to participate in forums.</p> <p>Selection of a community/school issue to tackle.</p> <p>Use Shewhart cycle to facilitate project.</p>			
<p>Work with families on an individual basis where attendance or punctuality is an issue.</p>	<p>Conduct audit around 'Authentic Relationships and High Expectations'.</p> <p>Review results with staff.</p>	<p>Complete audit from 'Powerful Learning' on curriculum day.</p> <p>Discuss results as a whole school.</p> <p>Link with notion of challenge.</p> <p>Pinpoint activities/actions to improve results.</p>	<p>Whole staff</p>	<p>Term one</p>	<p>List of actions and an action plan.</p>

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WELLBEING					
Goals	To sustain an inclusive, safe and orderly learning environment as the school population increases.	Targets	Student Wellbeing components of the Student Attitude to School Survey to remain consistently in the fourth quadrant over the period of the school strategic plan. The Student Safety component of the Parent Opinion Survey to be in the fourth quadrant by 2018. The “Collective shielding/Buffering” component within the Staff Opinion Survey to remain above the 67th percentile over the period of the School Strategic Plan.		
		12 month targets	Student morale component of the 2016 Student Attitude to School Survey to be in the third quadrant. The mean factor score for Student Safety component of the 2016 Parent Opinion Survey to exceed 5.0. The “Collective shielding/Buffering” component within the 2016 Staff Opinion Survey to remain above the 67th percentile.		
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
Formalise and document current school wellbeing processes	Refine and document processes for student mapping of individual/family welfare issues and support provided.	Collect feedback from staff in relation to the effectiveness of current processes. Refine process. Document process.	Student wellbeing coordinator.	Term 3	Clear processes and policy for student mapping included in induction booklet.
Build parent understanding and commitment to supporting a positive learning environment particularly in relation to attendance and punctuality.	Develop school handbook/ expectations to use as new families enrol in the school.	Review current handbook. Collect parent feedback about current information and information that needs to be included. Clearly communicate processes in place when students fail to adhere to expectations.	Principal	Term 4.	Handbook completed and distributed to new families at enrolment interview. Information from handbook in school newsletter.
Create a shared language around wellbeing through the active promotion of school wellbeing processes and policies.	Revisit the anti-bullying policy and educate students and parents on what constitutes bullying and the proactive approach the school has to prevent bullying.	Engage specialists to support the learning of students in relation to bullying (eg. Sticks and Stones). Review current anti-bullying policy with input from all stakeholders. Conduct unit of work for all students in relation to bullying policy and processes, including the definition of bullying. Establish a ‘buddy seat’ for students experiencing difficulties in the yard (expected expenditure \$1500) Use the newsletter as a forum for demonstrating the strong relationships and student wellbeing processes in place at the school. Conduct a parent forum around wellbeing and resilience.	Principal and Student Wellbeing coordinator.	Term 1	Revised anti-bullying policy with student/family input.
	Develop staff and student induction information.	Review and strengthen current documentation.	Principal	Prior to school commencing.	A shared understanding around key areas for staff induction.

		Allocate time in first curriculum day to discuss information.			
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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To increase parent and community advocacy for the school based on a deeper understanding of the school and its positive student achievement results.	Targets	The school climate components of the Parent Opinion Survey remain in the 4th quadrant over the period of the School Strategic Plan.		
		12 month targets	<p>Increased parental participation in forums and parent helper training courses using 2015 participation as a benchmark.</p> <p>More than 10% of parent population at forums/training programs over 2016 school year.</p> <p>An increase on 2015 parents involved in 'Wacky Wednesday' activities throughout the school year.</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Create structures and processes that encourage more effective and authentic parental/community engagement in the school.	Examine and audit high expectations and authentic relationships.	Complete audit from 'Powerful Learning' on curriculum day. Discuss results as a whole school. Link with notion of challenge. Pinpoint activities/actions to improve results.	Whole staff	Term one	List of actions and an action plan.
	Provide informal opportunities for parents/community members to visit and find out more about the school.	Review calendar of events. Liaise with school council and parents and friends association in relation to events.	Principal	Term one	Feedback from parents. Additional events on school calendar.
Increase parent capacity to engage with their children's learning through parent forums.	Run parent/community helpers professional learning such as "Parents as Vital Partners".	Run the following sessions: - Literacy - iPads and applications - Numeracy - Resilience Repeat popular sessions throughout the year.	Staff as required	Throughout the year.	Increased and varied participation at events. Positive feedback from parents in relation to sessions. Varied presenters at sessions – shared responsibility for priority action.
Create a 'Skills Register' for parent involvement in the school.	Develop a parent / community skills register and acknowledge hours of service to the school.	Develop parent questionnaire. Collect results. Enter on database. Feed information to buildings and grounds subcommittee. Utilise information throughout the year. Celebrate parental participation through newsletters and assembly.	Principal and office manager.	Term one Ongoing	Database of skills. Skills being utilised in the school. Increased parental participation. Celebration in newsletters and at assembly.
Create a documented strategy for school promotion and communication.	Refine promotion and communication strategy	Review promotion and communication strategy via school council. Ensure all stakeholders are aware of strategy.	School council	Term four	Documented strategy that is being employed by stakeholders
	Celebrate success and the school's academic programs in the media and online.	Ensure academic achievements are communicated through the newsletter. Allocate a page per week for grades to present classroom learning in the newsletter. Appoint ES staff member to 'capture' learning in the classroom to be shown on Facebook with a direct link to the learning intention.	Principal Classroom teachers Principal	Ongoing	Regular articles on social media, local newspapers and within the newsletter communicating academic achievements.

		Regular contact with journalists re: academic success and classroom program.	Principal		
Use Equity funding to support the implementation of FISO initiatives, focussing particularly on developing Excellence in Teaching and Learning and a Positive Climate for Learning.	Develop a plan for the actions and expenditure of funding in conjunction with key stakeholders.	Analyse school needs in relation to set priorities. Prioritise needs with a view to strategic direction.	All stakeholders	Term one	Monitoring of actions via the attached document.
	Monitor plan and make adjustments as necessary.	Allocate funding in school budget. Review plan on a fortnightly basis.	Principal	Ongoing	Monitoring of actions via the attached document.

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	
Establish Peer Observation Process to further develop whole school Numeracy instructional model.						\$3,100
Address the needs of students new to the school and not meeting expected standards.						\$25,000
Establish a whole school Numeracy instructional model with agreed pedagogies for the teaching of numeracy.						\$5,700
Follow the principles of action research to build teacher capacity around the effective teaching of numeracy.						\$6,000
Build teacher capacity around assessment and effective data use to inform teaching and learning.						\$1,800

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	
Develop students' ability to be reflective and independent learners through structured capacity building and consistent instructional models.					\$2,200
Investigate and implement a school wide resilience program.					\$7,500
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	
Create a shared language around wellbeing through the active promotion of school wellbeing processes and policies.					\$1,700
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	
Create structures and processes that encourage more effective and authentic parental/comm unity engagement in the school.					

Increase parent capacity to engage with their children's learning through parent forums.					\$1,000
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