

# 2016 Annual Implementation Plan: for Improving Student Outcomes

1324

## BOLWARRA PRIMARY SCHOOL 2016

Based on Strategic Plan Semester 2 2015 to 2019

### Endorsements

Endorsement by School Principal	 Signed..... Name.....Lee Gibbons..... Date.....11/02/2016.....
Endorsement by School Council	Signed.....Anna Impey..... Name.....Anna Impey..... Date.....17/02/2016.....
Endorsement by Senior Advisor	Signed Lindy Sharp Name Lindy Sharp Date 11 February 2016

### 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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> 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	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	
<b>Professional leadership</b>	Building leadership teams	✓
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

<b>Initiatives Rationale:</b>	
<p>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.</p> <p>The correlation between NAPLAN and AusVELS outcomes varies due to inconsistencies around teacher planning and moderation. NAPLAN has had a limited profile in our school which means some students are not as appropriately prepared for or are familiar with the tests as they might be. The limited profile manifests in inconsistency in how teachers approach and use NAPLAN to inform their teaching and use assessment to identify and plan for the learning needs of all students</p> <p>There has been no agreed and consistent approach to the collection and use of data to inform teaching and learning</p> <p>The influence of Peer Observation and related feedback to support improved teaching practice, at Bolwarra and from the experience of Bolwarra staff in other schools, is underdeveloped to the detriment of developing teacher capacity, and to improving student learning</p> <p>The current leadership model structure is unlikely to deliver on the level of improvement needed. The alignment of leadership roles and accountabilities with key elements of the SSP will determine the success of the implementation of a substantial improvement agenda</p>	
<b>Key Improvement Strategies (KIS)</b>	
<p>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.</p>	
Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> <li>Develop an agreed instructional model, which is delivered consistently in all classrooms.</li> <li>Build teacher capacity to identify, assess, teach and report on each student's point of learning (POL).</li> <li>Develop an agreed and consistent approach to the collection and use of data to inform teaching and learning</li> </ul>
Building leadership teams	<ul style="list-style-type: none"> <li>Build leadership capacity to enhance instructional leadership.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																														
<b>Goals</b>	<p>By the end of this plan we will ensure the personalised learning needs of all students are met so that there will be clear evidence of all students achieving expected or greater than expected learning growth.</p>																																													
<b>Targets</b>	<p><b>AUSVELS</b> All students without assessed learning difficulties will achieve a minimum of the expected AUSVELS learning growth (one level) annually across all domains and capabilities based on 2014 data used for the self-evaluation.</p> <p><b>NAPLAN</b> Improve NAPLAN learning growth</p> <p><b>Student attitudes to school to show improvement in the following elements:</b> Teaching &amp; learning - Stimulating learning from 3.77 to 4.20 Teaching &amp; learning - Student motivation from 4.34 to 4.60 Teaching &amp; learning - School connectedness from 3.93 to 4.40</p> <p><b>Parent Opinion to show improvement in the following elements:</b> School climate - Stimulating learning from 5.95 to 6.10 School climate – Learning focus from 5.85 to 6.00</p> <p><b>Staff opinion percentage endorsement to be maintained or improved in the following elements:</b> School Climate - Collective efficacy (92%) School Climate - Collective responsibility (100%) School Climate - Teacher collaboration (100%)</p>																																													
<b>12 month targets</b>	<p>All students without assessed learning difficulties will achieve a minimum of the expected AUSVELS learning growth (one level) annually across all domains and capabilities based on 2014 data used for the self-evaluation.</p> <p>Improve NAPLAN learning growth</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">Reading</th> <th colspan="3">Numeracy</th> <th colspan="3">Writing</th> <th colspan="3">Spelling</th> <th colspan="3">G &amp; P</th> </tr> <tr> <th>Low</th><th>Med</th><th>High</th> <th>Low</th><th>Med</th><th>High</th> <th>Low</th><th>Med</th><th>High</th> <th>Low</th><th>Med</th><th>High</th> <th>Low</th><th>Med</th><th>High</th> </tr> </thead> <tbody> <tr> <td>30</td><td>49</td><td>21</td> <td>35</td><td>48</td><td>17</td> <td>40</td><td>35</td><td>25</td> <td>30</td><td>55</td><td>15</td> <td>30</td><td>55</td><td>15</td> </tr> </tbody> </table> <p><b>Student attitudes to school to show improvement in the following elements:</b> Teaching &amp; learning - Stimulating learning from 3.77 to 3.90 Teaching &amp; learning - Student motivation from 4.34 to 4.40 Teaching &amp; learning - School connectedness from 3.93 to 4.00</p> <p><b>Parent Opinion to show improvement in the following elements:</b> School climate - Stimulating learning from 5.95 to 6.00 School climate – Learning focus from 5.85 to 5.90</p> <p><b>Staff opinion percentage endorsement to be maintained or improved in the following elements:</b> School Climate - Collective efficacy (92%) School Climate - Collective responsibility (100%) School Climate - Teacher collaboration (100%)</p>	Reading			Numeracy			Writing			Spelling			G & P			Low	Med	High	30	49	21	35	48	17	40	35	25	30	55	15	30	55	15												
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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 an agreed and consistent approach to the collection and use of data to inform teaching and learning	<p>Establish baseline data in literacy and numeracy to compare against AusVELS teacher judgements.</p> <p>Create a learning continuum using a data wall that reflects growth.</p>	<p>Implement PAT assessment: : Comprehension Vocabulary Punctuation and Grammar Spelling Maths</p> <p>Gather additional data from: Fountas and Pinnell benchmarking PM Benchmarking Words Their Way Spelling Literacy Online Numeracy Interview On demand Reading and Maths</p>	Data Management Team (Kylee, Kate)	Assessment implemented at the beginning of 2016, June 2016, November 2016.	<p>Baseline PAT test data collected and analysed by staff</p> <p>All students will have at least one year of growth, within the year</p> <p>All students placed on a Learning continuum established, updated every 6 weeks and growth monitored</p> <p>Improved staff opinion survey data - Academic emphasis,</p>

	Employ a Teaching & Learning Coach to utilise the FISO Model a) to build the capacity of staff to implement assessment tools, upload, analyse and synthesise data. b) Supporting Teachers to use the data to inform planning, differentiated teaching and ongoing reporting.	Purchasing of PAT assessment - \$700 CRT's to provide time to teachers to collect data - \$2500  Purchase and Professional Development on SPA - \$2000  A coach (Term 2 to Term 4 – 2 days per week for 30 weeks @ \$370 per day. Total: \$22,200)			collective focus on student learning.  Evidence of student assessments informing curriculum planning, instruction and differentiation.
	Develop and document an agreed assessment schedule.	In consultation with all staff revise and amend the existing schedule.  CRT release – 3 Days @ \$375 \$1125	Data Management Team (Kylee, Kate)	Beginning of 2016	An agreed assessment schedule document is created, shared and implemented.
Build leadership capacity to enhance instructional leadership.	Set up a PLC structure	Conduct surveys (High Reliability Schools – Robert Marzano) and examine data from staff survey and determine areas of improvement.  CRT Release - \$900	Learning Improvement Team (Lee, Kylee & Josie)	First Survey term 1 2016. Post survey term 3 2016.	PLC meeting schedule developed and shared. Protocols developed and documented. Meeting agenda and minutes reflect the 4 PLC guiding questions, student learning data and professional reading.  Level 1 HRSF Staff survey data evidence
		Create PLC teams to look at data and how the data can target teaching.	Lee	End of Term 3 2016	Improved staff opinion survey data – collective focus on student learning
		Provide staff with Professional Reading (Ex: Leaders Of Learning , High Reliability Schools)  Professional Reading Budget - \$2000	Lee	End of 2016	All students positioned on a learning continuum
	Participate in Building Better Schools program	Building Better schools – Insight SRC Cost of PD Days \$6000 CRT Release etc - \$7000	Learning Improvement Team (Lee, Kylee & Josie)	End of 2016	Identified and documented leadership structure Maintain Staff opinion data- collective responsibility and collective efficacy Improvement in student attitude to school data SIT identified and undertaking a project.
Build teacher capacity to identify, assess, teach and report on each student's point of learning (POL).	Provide professional learning for all staff for Assessment 4 Teaching.	Participate in an A4T introductory session and feedback to staff.  Employ Michael Francis to conduct workshops at school.  Michael Francis & CRT release where needed - \$8000	Lee	Term 1 2016  Term 2 2016	Rubrics for assessment created for a learning team eg P-3. and utilised in planning and delivery.

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	By the end of this plan we will develop a student-centred learning environment based on high expectations across the community so that all students are engaged, stimulated, and active participants in their personal learning.	Targets	<b>Parent Opinion to show improvement in the following elements:</b> Student engagement - Student motivation from 5.57 to 5.85 School climate - Approachability from 5.57 to 5.80  <b>Student attitudes to school to show improvement in the following elements:</b> Teaching & learning - Learning confidence from 4.05 to 4.2 Teaching & learning – Teacher effectiveness from 4.17 4.5  <b>Staff opinion percentage endorsement to show improvement in the following elements:</b> School Climate – Academic emphasis from 89% to 95%		
		12 month targets	<b>Parent Opinion to show improvement in the following elements:</b> Student engagement - Student motivation from 5.57 to 5.70 School climate - Approachability from 5.57 to 5.60  <b>Student attitudes to school to show improvement in the following elements:</b> Teaching & learning - Learning confidence from 4.05 to 4.12 Teaching & learning – Teacher effectiveness from 4.17 to 4.3  <b>Staff opinion percentage endorsement to show improvement in the following elements:</b> School Climate – Academic emphasis from 89% to 92%		
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 Student Voice	Develop an understanding of Student voice.	Run focus groups involving students, parents and staff.  CRT release to run focus groups - \$600	Lee & Craig	End of 2016	Student Voice framework documented. Improvement in Attitude to school survey student motivation and learning confidence.
Raise the focus on academic achievement and high expectations.	Develop an agreed and documented understanding of what constitutes academic excellence.	Allocated PLC times to be used to evaluate student growth and subsequently acknowledge students who achieve at or above expected levels of growth.  CRT release - \$900	Lee & Craig	End of 2016	PLC minutes to reflect the identification of learning growth. Student learning growth Charts visible. Academic excellence document completed Students awarded for Academic Excellence in newsletters and assemblies. Improvement in Attitude to school survey- learning confidence Improved staff opinion survey data – academic emphasis
Implement 21 <sup>st</sup> Century communication tools that enhance communication between the school and home.	Develop a school Web page	Research other school's webpages and adopt most appropriate for Bolwarra.  CRT release to research Web Page - \$600	Lee	Term 2 2016	School website developed and operating. Improved Parent opinion Survey data- approachability,
	Investigate digital communication platforms that support personalised learning and communication between home and school	Trial a platform with a controlled group of parents. If trial is successful implement platform. CRT release - \$600  Professional Development & Expertise- \$900	21 <sup>st</sup> Century Learning Team (Adam & Beth)	End of 2017	Platform that is being accessed by families at the end of 2017 Improved Parent opinion Survey data - approachability,

## Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>	By the end of this plan we will ensure the home-school learning partnership is both meaningful and effective so that all students are more connected to the school and their peers.	<b>Targets</b>	<b>Parent Opinion to show improvement in the following elements:</b> School climate – Behaviour management from 5.23 to 5.80 Student behaviour – Student safety from 5.15 to 5.80  <b>Student attitudes to school to show improvement in the following elements:</b> Student relationships – Classroom behaviour from 2.51 to 3.5 Student relationships – Student safety from 4.25 to 4.4 Teaching & learning – Teacher empathy from 4.15 to 4.5		
		<b>12 month targets</b>	<b>Parent Opinion to show improvement in the following elements:</b> School climate – Behaviour management from 5.23 to 5.45 Student behaviour – Student safety from 5.15 to 5.35  <b>Student attitudes to school to show improvement in the following elements:</b> Student relationships – Classroom behaviour from 2.51 to 2.8 Student relationships – Student safety from 4.25 to 4.30 Teaching & learning – Teacher empathy from 4.15 to 4.25		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
Build student connections to each other and the school community	Review, document and communicate whole school programs that connect students to each other and to their school community	Collating and reviewing current programs	Lee	End 2016	A document developed and communicated to our school community. Improved Attitude to school survey- student safety and connectedness Improved parent opinion survey data – student safety

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
<b>Goals</b>	By the end of this plan we will develop and implement a resourcing strategy that supports the physical, human and social resourcing requirements associated with this SPP so that all targets associated with the plan are achieved.	<b>Targets</b>	<b>Staff opinion percentage endorsement to show improvement in the following elements:</b> Professional Learning – Feedback from 75% to 90% Professional Learning – Active participation from 88% to 95%		
		<b>12 month targets</b>	<b>Staff opinion percentage endorsement to show improvement in the following elements:</b> Professional Learning – Feedback from 75% to 80% Professional Learning – Active participation from 88% to 90%		
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
Target school resources to achieve the goals of the School Strategic Plan	Develop a handbook that contains agreed role descriptions for all positions of responsibility within the school.	Develop agreed role descriptions as required to implement Strategic plan.	Professional Learning Community (All teaching staff)	End of 2016	Agreed role description handbook published.
	Ensure that the allocation of resources are directed toward the goals of the strategic plan.	Development of an annual process for strategic allocation of funds  Implementation of the annual process for strategic allocation of funds.	Learning Improvement Team (Lee, Kylee & Josie)	End of 2016	Process for the annual allocation of funds documented.  A budget that reflects the actions of the strategic plan

# 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
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PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
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