2016 Annual Implementation Plan: for Improving Student Outcomes
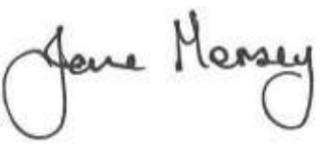
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Tarwin Lower Primary School

2016

Based on Strategic Plan 2014-2017

Endorsements

Endorsement by School Principal	Signed……………………………………. Name……………………………………. Date……………………………………
Endorsement by School Council	Signed……………………………………. Name……………………………………. Date……………………………………
Endorsement by Senior Advisor	Signed Name Jane Mersey Date 31/03/16

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.

Building Practice Excellence

To develop an agreed and viable curriculum, we will work together to strengthen teaching and assessment practices, particularly in the domain of Mathematics. To build teacher accountability to continuously improve student learning outcomes. To enhance teacher data analysis skills, and use these to improve pedagogy and assessment.

We will use Marzano's work to support teacher's instructional strategies and use his model to ensure quality teaching. Learning intentions are clear to students and teachers. Students and teachers to critically reflect upon their work, students to use a continuum to set personal learning goals. Learning will prepare students for 21st century learning.

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
Excellence in teaching and learning- Curriculum planning and assessment	Current assessment is evaluated and reviewed. A clear assessment schedule is reviewed, implemented and documented. Results for individual students are tracked for numeracy, writing and spelling, moving towards electronically tracking student progress. Moderation of student work will occur in Term 2 and Term 4 within the school and will be timetabled into weekly PLT meetings. Develop a moderation network with schools across the cluster.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	Improve student achievement over all grade levels and abilities in Literacy and Numeracy of at least 12 months growth for each child with an expectation of value adding at an appropriate rate. To further improve our high levels of achievement in Numeracy, with consistent improvement in all levels. To improve Literacy standards with a focus on writing through the use of PLT's and the moderation of writing and identifying the next level of teaching and learning.	Targets	To develop an agreed and viable Mathematics curriculum where 90% of students achieve at or above State benchmarks in NAPLAN The proportion of students to achieve above State Mean in Writing and Number to be 10% or above F – 6.
		12 month targets	All students to make a minimum of a12 month growth in Mathematics and English, as evidenced on their mid-year and end of year report (excluding students with additional needs).

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 teachers' accountability to each other for continuously improving student learning outcomes through consistently implementing an effective learning model that reflects high expectations for all students with differentiated and explicit teaching to cater for individual learning needs.	* Develop number and algebra (number and place value) continuum from F-7 * Implement a maths assessment checklist * To introduce the work of Marzano, The Art and Science of Teaching, to build effective instruction of teachers * Differentiation will be clear when teachers are planning a unit of maths work * Students (2-6) use the continuum to set their own learning goals	* Review the Victorian Curriculum in the learning area of Mathematics- Number and Algebra, focusing on the strand of Number and Place Value * Staff will review other schools maths assessment * Develop a maths planning sheet for teachers to fill in, this will include clear learning objectives and how the lessons will be differentiated * Students will be taught how to use the number continuum to set their learning goals. * All staff to attend a Professional Development Day of Mazano's work - The Art and Science of Teaching. Regular professional discussions during staff meetings.	Principal Teachers	End Term 3 End of year End of year	* Continuum is developed as a tick sheet for assessment for number and place value from F-7 * Learning outcomes in mathematics are clear for both students and teacher *Continuum of number and algebra is easily accessible for students. * Students (2-6) understand the continuum and how to use it to set personal learning goals in mathematics * Teachers use a Maths planning pro forma which includes a clear learning objective and there is evidence of differentiated maths lessons *Teachers have attended a Professional Development day on Mazano's work of The Art and Science of Teaching
Embed and document consistent approaches to assessment of individuals and groups of students across learning domains and year levels.	* Focus for 2016 is mathematics. * Current assessment is evaluated and reviewed. Develop an assessment calendar for mathematics across all year levels * Begin to develop an assessment calendar in other curriculum areas	* Collaborate with staff to update a consistent assessment plan across all year levels in mathematics	Principal Teachers	End Term 3 End of Year	* Document and implement assessment plan across the curriculum. * Assessments are conducted and recorded
Enhance teachers' data analysis skills in order to drive improvements in pedagogy and assessment.	* Implement the new assessment plan * Regular assessment to go onto Compass	* PD to support staff on effective use and analysis of data and practices * PD on how to use Compass * Regular PLT meetings to focus on effective assessment and data analysis in mathematics	Principal	End of year	* Regular PLT meetings focusing on assessment, analysis and learning tasks * Writing assessment data to use new format and to be saved into school staff drive * Compass is being updated every fortnight

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals		Targets	To improve the Student Safety and Student Motivation variables on Parent Opinion Surveys (to 5.3) Increase Attitudes to School Survey variables - School Connectedness above 4.5
To implement programs that support a focused learning community where all students feel motivated and engaged.			
To build enrolments and strengthen transition into, through and beyond the school.		12 month targets	Attendance – reduce absenteeism to be at or lower than like school state benchmarks Increase Attitudes to School Survey variables - School Connectedness above 4.0

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
Empower students to recognise and build on their strengths through appropriate levels of challenge and support.	* To develop students as highly capable and engaged 21st century learners. *ICT will enable new pedagogy for deeper learning, as listed in the Victorian Curriculum Capabilities, critical and creative thinking * Learning goals for students in mathematics and building upon their goals in writing	* Equity funding to purchase new tablets for students * Begin to develop programs to integrate ICT into the curriculum * Students regularly set Learning Goals for maths based on their capabilities in the continuum	Principal Staff	End Term 1 End Term 4	* ICT to be used regularly in the classrooms and embedded into class program * Developing ICT integration and assessment throughout all year levels * Students are able to set their own achievable learning goals in maths and writing
Refine and extend student leadership opportunities.	* To work with other schools in the cluster to support student leaders * Students will work together for the Change Project, as part of the Building Resilience in Schools work with Andrew Fuller.	*Student leaders will attend GRIP leadership day at Korumburra, with other school leaders from Gippsland. * The JSC will lead a Change Project of their choosing	Principal Teacher of senior class	End Term 2 End Term 3	* Students have attended leadership conference * JSC have chosen and implemented a Change Project
Build on current strategies to reduce lateness and absenteeism across the school.	* Certificates given at the end of each term for no absences * Celebrate the diverse activities the students engage in at school * Parent education	* Purchase COMPASS reporting system * PD for all staff on use of Compass * Photos of students updated to the school Facebook site and school photo wall * Have monthly resilience items in the newsletter, including the negative effects on high student absenteeism	Principal Staff	End Term 2 End of Year End Term 2 End of Year	* COMPASS to be used to inform parents of absenteeism * Student attendance is celebrated at the end of each term * Range of student learning is updated at least once a fortnight onto Facebook * Parent education items are in the newsletter * Reduction in the amount of school absenteeism

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	To improve students' pride in the school	**Targets**	Improve Parent Opinion Survey variables of Student Safety, Student Motivation and Transitions to, at or above state benchmark. Increase the Attitudes to School Survey variable- Student Connectedness above 4.5
		12 month targets	Improve Parent Opinion Survey of Student Safety to above 5.0 Increased return rate of surveys to above 50% Increase Attitudes to School Survey variables - School Connectedness above 4.0

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
Design a range of activities to involve students in building pride in their school community.	* Support students in their Change Project * Provide opportunities for students to engage in the community * Celebrating student and school success in the local monthly newsletter – Matter of Fact	* Regular JSC meetings * Research the feasibility of beginning LAP * School to play a larger role in the Tour De Tarwin at Easter * Submit an article each month for MOF	Freya Carbone Principal	End Term 3 End Term 3 Beginning Term 2	* Change project has been implemented * Learning Assisted Program has been researched and a volunteer base has looked into. * All staff to participate and help at the Tour De Tarwin * Annual planner of extra activities/opportunities * Articles are regularly submitted and published in the local newsletter
Increased parent and wider community involvement.	* SEEDS program to become sustainable within the school and scale back the involvement of the coordinator * Shire sustainability officer to liaise closely with the school * School breakfast program * Involvement with community events	* Each term classes need to plan for a certain amount of gardening/cooking * Consult sustainability officer and have them visit the school at least once a term * Breakfast program will run with local volunteers and community groups * Tour de Tarwin * Outdoor movie night	Staff	End Term 1 End of Year	* Gardening and cooking will be planned for each term in all classes * Sustainability Officer is working closely with the school and regular visits have been occurring

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY						
Goals	To ensure that staffing, budgets and resource allocations are aligned with the strategic directions of the school.	**Targets**	Stronger partnerships will exist, supporting the efficient use of resources and successful implementation of the schools goals. The schools financial position will be stable.			
		12 month targets	Budgets expended as per initial planning			

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
Use the new SSP and Annual Implementation Plan (AIP) to align staff professional learning plans with school priorities.	* Increase the culture and practice of ongoing observation and feedback * Teacher professional develop to align with school priority of VCOP writing, and numeracy data analysis	* PLT meetings will occur every fortnight * PDs will be set according to teachers needs and school priorities ie. Hawker Brownlow – Thinking and Learning Conference	Principal	End of Year	* PLT meetings have occurred regularly * Staff are up to date with school priorities and how to implement these.

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**	