

# 2016 Annual Implementation Plan: for Improving Student Outcomes

Meadows Primary School 5524

# Meadows 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..... Date.....

- 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.

## 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

## 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>	<b>Building practice excellence</b>	<input checked="" type="checkbox"/>
	Curriculum planning and assessment	<input type="checkbox"/>
<b>Professional leadership</b>	Building leadership teams	<input type="checkbox"/>
<b>Positive climate for learning</b>	Empowering students and building school pride	<input type="checkbox"/>
	Setting expectations and promoting inclusion	<input type="checkbox"/>
<b>Community engagement in learning</b>	Building communities	<input type="checkbox"/>

<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>These initiatives have been selected in response to an audit of the 2015 AIP, student outcomes, staff feedback and the Year 3 Strategic Plan targets, in order to develop and refine current practice to improve student outcomes. There is currently a disconnect between teacher judgements and other data (NAPLAN, On Demand)</p> <p>Curriculum planning and assessment: for teachers to understand relevant, successful, effective practice to regularly monitor and adjust learning programs based on analysis of performance data, is all underpinned by "<b>Building practice excellence</b>"</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>	
<b>Initiative:</b>	<b>KIS</b>
<p><b>Excellence in teaching and learning</b></p> <p><b>Building practice excellence:</b> Teachers, principals and schools will work together</p>	<ul style="list-style-type: none"> <li>Regularly monitor and adjust the teaching and learning based on analysis of performance data and other information sources</li> <li>Increase the capacity of staff through relevant and rigorous professional learning in order to support high performance in the use of data to inform and target teaching.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
<b>Goals</b>	To achieve sustained improved learning outcomes for all students in reading and number.	<b>Strategic Plan Targets</b>	All F- 6 students deemed capable to make at least 1.2 AusVELS or equivalent growth per year over the 4 years in reading and number as evidenced by the following measures, teacher judgement, effect size, ABLES and EAL continuum		
		<b>12 month targets</b>	All F-6 students deemed capable make at least 1.2 AusVELS or equivalent growth  Deemed capable students achieve National Standard in Reading and Numeracy as measured by NAPLAN		
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
Regularly monitor and adjust the teaching and learning based on analysis of performance data and other information sources	Implement an explicit set of assessment 'for' learning practices to continually improve students as learners.	Team planning meetings, Professional Learning Budget	All staff	Ongoing/End of yr	<b>Staff will:</b> <ul style="list-style-type: none"> <li>measure the impact of their teaching via a range of assessments</li> <li>use of assessment data to inform planning</li> <li>differentiate according to identified student need</li> <li>planners reflecting teacher knowledge growth &amp; differentiation</li> <li>feedback from Mentor</li> <li>successfully collect and share spreadsheets</li> <li>provide data, which will be highlighted in PLT meetings and Review conversations, of increased knowledge and confidence in the use of evidence based practice</li> </ul>
	Develop/modify student learning plans based on ongoing assessment results	Data driven PLT and curriculum planning meetings, ongoing data collection	All staff	Ongoing	
	Differentiate lesson plans to accommodate a range of needs and abilities	Data driven PLT and curriculum planning meetings	All staff	Ongoing	
	Create common assessment tools to enable teacher moderation	Data driven PLT and curriculum planning meetings, Professional Learning	All staff	Ongoing	
	Provide targeted Professional Learning for staff to develop their theoretical knowledge and practice of the teaching of reading and number	In-house PL sessions, mentoring & coaching	Dr Julie Hamston, Principal, AP & LTs, Cath Peam	Ongoing	
	Develop and embed consistent assessment for learning practices to inform curriculum development and individual learning plans	In SIT and Team meetings			
Increase the capacity of staff through evidence-based professional learning to support high performance	Improve data literacy of staff	Professional Learning, Team planning meetings	All staff in PLTs	Ongoing	<b>Staff will :</b> <ul style="list-style-type: none"> <li>engage in an action research cycle to adapt and refine teaching practice</li> </ul> <b>Staff will be confident and competent in:</b> <ul style="list-style-type: none"> <li>Analysing, comparing and triangulating student learning data</li> <li>identifying student learning needs from data collected</li> <li>identifying own learning needs in order to improve students outcomes</li> </ul> Professional learning evidenced in PLT learning logs
		PL Professional Learning Budget,	Principal/AP  SIT members	Ongoing	

# Annual Implementation Plan: for Improving Student Outcomes

<b>ENGAGEMENT</b>																																						
<b>Goals</b>	To develop confident, independent, motivated, and curious learners.	<b>Strategic Plan Targets</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left; padding: 2px;">Attitudes to School Survey (ATSc):</th> </tr> <tr> <th style="width: 10%; padding: 2px;">Year</th> <th style="width: 40%; padding: 2px;">Variable</th> <th style="width: 50%; padding: 2px;">Minimum target by 2017</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">2013 5-6</td> <td style="padding: 2px;">Teacher Effectiveness</td> <td style="padding: 2px;">From 29.3% (2013) to 75%</td> </tr> <tr> <td></td> <td style="padding: 2px;">Stimulating Learning</td> <td style="padding: 2px;">From 45.4% (2013) to 75%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left; padding: 2px;">Parent Opinion Survey (POS):</th> </tr> <tr> <th style="width: 10%; padding: 2px;">Year</th> <th style="width: 40%; padding: 2px;">Variable</th> <th style="width: 50%; padding: 2px;">Minimum target school mean by 2017</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">2013 P-6</td> <td style="padding: 2px;">Stimulating Learning</td> <td style="padding: 2px;">For the surveys returned to maintain or show growth in the identified areas.</td> </tr> <tr> <td></td> <td style="padding: 2px;">General Satisfaction</td> <td></td> </tr> <tr> <td></td> <td style="padding: 2px;">Student Safety</td> <td></td> </tr> </tbody> </table> <p style="font-size: small; margin: 0;">Unexplained absences reduced by 20%: as indicated in the attendance data report</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; padding: 2px;">Year</th> <th style="width: 35%; padding: 2px;">Attendance Data</th> <th style="width: 50%; padding: 2px;">Minimum Target by 2017</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">2013</td> <td style="padding: 2px;">School level report</td> <td style="padding: 2px;">The current average of 20 absence days per year reduced to 15 days per year</td> </tr> </tbody> </table>			Attitudes to School Survey (ATSc):			Year	Variable	Minimum target by 2017	2013 5-6	Teacher Effectiveness	From 29.3% (2013) to 75%		Stimulating Learning	From 45.4% (2013) to 75%	Parent Opinion Survey (POS):			Year	Variable	Minimum target school mean by 2017	2013 P-6	Stimulating Learning	For the surveys returned to maintain or show growth in the identified areas.		General Satisfaction			Student Safety		Year	Attendance Data	Minimum Target by 2017	2013	School level report	The current average of 20 absence days per year reduced to 15 days per year
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		<b>12 month targets</b>	<p><b>To collect baseline data/processes to measure student attitudes to school across F-6</b></p> <p><b>To be at or above the Regional mean Attitudes to School Survey in teacher effectiveness.</b></p>																																			
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To collect baseline data/processes to measure student attitudes to school across F-6	School will: <ul style="list-style-type: none"> <li>collect school connectedness data from F-6</li> </ul>	<ul style="list-style-type: none"> <li>Investigate POLT tools for measuring student connectedness to school</li> <li>Investigate what other schools do to collect the same data</li> <li>Investigate whether or not SWPBS has tools to fit this purpose</li> </ul>	SWPBS team  Leadership, SIT  All staff	Ongoing	Student connected data collected and analysed																																	
Develop strategies to improve students' cognitive engagement and awareness of their own learning needs	School will develop students' ability to: <ul style="list-style-type: none"> <li>develop individual learning goals</li> <li>lead student led conferences</li> <li>reflect on own learning</li> <li>identify next learning steps and how to achieve them</li> </ul> provide constructive peer feedback	<ul style="list-style-type: none"> <li>Staff to follow processes and protocols regarding Student Led Conferences</li> <li>Professional reading and learning and transference into practice</li> <li>Student portfolios</li> </ul>	All staff	Ongoing	Students are able to articulate their learning, growth & identify what they need to focus on next  Students more cognitively engaged in their learning evident by conferencing, surveys, learning goals being rigorous and achieved																																	

## Annual Implementation Plan: for Improving Student Outcomes

WELLBEING																			
<b>Goals</b>	To develop resilient students who are equipped to negotiate the challenges and opportunities they face.	<b>Strategic Plan Targets</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 40%;">Variable</th> <th style="width: 50%;">Minimum target by 2017</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center;">2013 5-6</td> <td>Student Safety</td> <td>From 13.6% (2013) to 50%</td> </tr> <tr> <td>School Connectedness</td> <td>From 19.3% (2013) to 75%</td> </tr> </tbody> </table> <p>100% of professional learning funding expended on building an effective organisation and improving teacher capacity.</p> <p>Increase in the professional learning in the staff opinion survey.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Year</th> <th style="width: 40%;">Variable</th> <th style="width: 50%;">Minimum target by 2017</th> </tr> </thead> <tbody> <tr> <td></td> <td>Professional Learning</td> <td>75% by 2017</td> </tr> </tbody> </table> <p>A reduction in less relevant community partnerships as recommended by the diagnostic review adds to improved student outcomes.</p>			Year	Variable	Minimum target by 2017	2013 5-6	Student Safety	From 13.6% (2013) to 50%	School Connectedness	From 19.3% (2013) to 75%	Year	Variable	Minimum target by 2017		Professional Learning	75% by 2017
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<b>12 month targets</b>	<p><b>Effective use of student management system (Xuno) to record, analyse and apply solutions in areas related to student safety and student connectedness to decrease the incidents of negative student behaviours.</b></p> <p><b>To increase the amount of positive behaviours by tracking and celebrating student success in displaying our school values.</b></p>																		
<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>														
For students and staff to use SWPBS framework to develop student resilience and authentic relationships.	School will provide the framework to: <ul style="list-style-type: none"> <li>Explicitly teach expected behaviours</li> <li>Use restorative practices</li> <li>Provide opportunities to inform school community about SWPBS (Parents, MSO, SAKG, ELC etc)</li> <li>Regular celebration of successes</li> </ul>	SWPBS School Wide Team meeting regularly Lesson plans developed, delivered, stored & shared Regular monitoring of data Newsletters	All staff	Ongoing	Reduction in recorded incidents Student personal journals & self assessment demonstrate their ability to identify and monitor their expected behaviours Survey of students, staff & parents to be developed, delivered and analysed in order to monitor improvement and identify next areas of focus														

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PRODUCTIVITY																																													
Goals	To strategically allocate resources in order to maximise learning outcomes for students.	Targets	100% of professional learning funding expended on building an effective organisation and improving teacher capacity.  Increase in the professional learning in the staff opinion survey.																																										
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<b>PL priorities identified, plans developed, &amp; funding approved to support</b>	Engage services of Dr Julie Hamston for Mentor In Residence initiative Engage Math specialist to assist in the development of specific initiatives	Ensure funds are allocated for Mentor In Residence resource Ensure funds are allocated for Cath Peam, Math specialist resource Cost of CRT coverage to be built into PL plans Provide CRT coverage for staff to participate in PL Provide adequate PL resources ( references etc) for staff	Principal  AP, LT	End term one  Ongoing	Data from Dr Hamston & Cath Peam demonstrates improvements in self reflection and identified growth of staff practice by staff through a PDSA cycle Video evidence of teacher practice shows growth in Dialogic teaching practice across curricula Staff survey– <table border="1" style="margin-left: 20px; width: 100%;"> <thead> <tr> <th colspan="4" style="text-align: left;">Component Mean Score - Whole School</th> </tr> <tr> <th style="width: 30%;"></th> <th style="width: 10%;"></th> <th style="width: 20%;">2014</th> <th style="width: 20%;">2015</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>1</td> <td>66.8</td> <td>65.35</td> </tr> <tr> <td>Collective responsibility</td> <td>6</td> <td>77.2</td> <td>83.21</td> </tr> <tr> <td>Academic emphasis</td> <td>5</td> <td>63.6</td> <td>62.83</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>8</td> <td>61.8</td> <td>73.85</td> </tr> <tr> <td>Teacher collaboration</td> <td>8</td> <td>67.0</td> <td>78.15</td> </tr> <tr> <td>Collective focus on student learning</td> <td>5</td> <td>86.3</td> <td>87.41</td> </tr> <tr> <td>Guaranteed and viable curriculum</td> <td>4</td> <td>76.5</td> <td>80.83</td> </tr> <tr> <td>Shielding/Buffering</td> <td>1</td> <td>52.3</td> <td>57.68</td> </tr> </tbody> </table> PDPs are aligned with AIP and FISO priorities	Component Mean Score - Whole School						2014	2015	Collective efficacy	1	66.8	65.35	Collective responsibility	6	77.2	83.21	Academic emphasis	5	63.6	62.83	Staff trust in colleagues	8	61.8	73.85	Teacher collaboration	8	67.0	78.15	Collective focus on student learning	5	86.3	87.41	Guaranteed and viable curriculum	4	76.5	80.83	Shielding/Buffering	1	52.3	57.68
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# 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					
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