2016 Annual Implementation Plan: for Improving Student Outcomes

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Pearcedale Primary School] 2016

Based on Strategic Plan 2016

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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.
Over the past six years we have built our Professional Learning Communities and are developing strong collaborative teams. It is our belief that we need to continue to build teacher capacity in order to raise student outcomes greater growth. Teacher capacity is best built by developing a collaborative culture with professional trust and strong supportive leadership. **In order to improve our data, especially in NAPLAN, our teachers must deliver high quality teaching. They must have consistent approaches and practice, they must access current research and ensure their teaching is current, relevant and reflective of 21st Century approaches.**

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 Building practice excellence	• Documentation and implementation of a Pearcedale Primary School Number Facts and Spelling/Vocabulary Teaching and Learning approach, years Prep to 6. • Incorporation of Booker Mathematics as a Mathematics teaching program on a consistent and whole school basis • The school undertakes a 'Futures Search' process involving all stakeholders in order to develop and implement a Pearcedale Primary School Mission, Vision and Values statement and the consequent development and implementation of a Pearcedale Primary School Instructional Model. • Implementation of a clear and concise Pearcedale Primary School staff capacity building program including professional development and teacher coaching based on the Pearcedale Primary School Instructional Model • Implementing a staff Performance and Development Plan that is based specifically on student learning growth years Prep to 6. • Reviewing the operation of PLT's to ensure consistency and accountability across all year levels.
Excellence in teaching and learning Curriculum planning and assessment	• Documenting and implementing a clear and concise Assessment and Reporting Schedule for years Prep to 6 which informs more accurate teacher judgements • Ensuring that all student achievement data is moderated and undergoes an Internal Control Process twice per year. • The undertaking of a curriculum audit of all programs and timetables and Individual Learning Plans and develop a more strategic program of timetabling and instruction based on the school Mission, Vision and Values and Instructional Model. • Development, documentation and implementation on a whole school basis of Science provision. • Reviewing all Pearcedale Primary School policies in this domain in order to document and deliver revitalised whole school Student Health and Wellbeing programs which are incorporated in curriculum design and delivery years Prep to 6.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT				
Goals	• Maximising levels of Student Performance in Literacy with a particular, Writing – Vocabulary and spelling • Maximising levels of student performance in Mathematics with a particular focus on Number and Algebra – number facts and automatic response	**Targets**	• Increasing the AusVELS performance of all students years Prep to 6 by achieving a minimum of 20% of students achieving 12 months ahead of expected levels in English and Mathematics annually. • NAPLAN Learning Growth data indicates that more than 20% of students are achieving high levels of growth from years 3 to 5 in all domains of English and Mathematics.		
		12 month targets	• Increasing the AusVELS performance of all students years Prep to 6 by achieving a minimum of 14% of students achieving 12 months ahead of expected levels in English and Mathematics annually. • NAPLAN Learning Growth data indicates that more than 14% of students are achieving high levels of growth from years 3 to 5 in all domains of English and Mathematics.		

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
• Documenting and implementing a clear and concise Assessment and Reporting Schedule for years Prep to 6 which informs more accurate teacher judgements.	• Refining school assessment and reporting schedule in Literacy and Numeracy	• Create a school curriculum committee • Audit assessment procedures and schedule • Make adjustments to current schedule.	Leadership	End of Term 1 - 2016	• Evidence of moderation utilising rubrics created by teams for assessment • Minutes of staff/leadership/PLT and admin teams • Documentation od Assessment Schedule 2016 • Increased growth of student progress and broader "bell curve" • Reporting information documentation. • Clear induction for new staff regarding Accelerus reporting program
• Ensuring that all student achievement data is moderated and undergoes an Internal Control Process twice per year.	• Teams will moderate accumulated data • Leadership and staff teams will examine critically data from June and December reports • Teams will examine critically Naplan data.	• Use of Curriculum day/ staff meeting sessions to critically moderate outcomes and data • Weekly team data meeting	Leadership Team Facilitators AP - Curriculum	Ongoing Curriculum Day – late May	• Agendas and Minutes from all levels of teams within school • Guttman charts • Class data • Analysis of data by data teams and leadership • Revision and documentation of data protocol.
• Development of Individual Learning Plans for 'at risk', extension and support students (a minimum of 6 per class).	• ILPs will be developed for all students who are more than 12 months above or below (min. 6 per grade) • Review IEP template • Review IEP procedures • Explicit teaching of how to write SMARTER goals and how to incorporate the ILP into the class curriculum	• Team to review document and IEP procedures. • Use student data to determine 'at risk students' (12 monthes below/12 month5 ahead) through weekly team meetings	AP_Curriculum Leading Teachers Facilitators Rosemary	End of Term 2	• Documents – ILP, IEPs • Formalised documentation of IEP process. • Minutes from planning and data meetings – intervention groupings • Data analysis to review strengths and stretches • Staff Professional Development in process of writing ILP and IEP
• Implementation of COMPASS as a data management and strategic	Review most appropriate data management tool for PPS. Implement a data management system PD staff	• Professional Development for staff on how to use a data management system • Use of staff meetings to induct staff. • Commence usage and review in Dec	Leadership Staff	Staff PD Term 2 Roll out and implement Term 2-4	• Usage of program • Evidence of data analysis • Reports to parents • Use of COMPASS for attendance assessment and reporting

planning tool.		2016			• Training of staff • Implementation of Management system
• Documentation and implementation of a Pearcedale Primary School Number Facts and Spelling/Vocabulary Teaching and Learning approach, years Prep to 6.	• Development of a Number Facts Teaching and Learning approach • Development of a Spelling and Vocab Teaching and Learning approach • Implementation of Number Facts Program • Implementation of Spelling and Vocab Program • Explicit teaching and learning in all areas of writing through grammar, sentence structure and punctuation, through focusing on each student increasing their vocabulary knowledge by at least 5 new words/terms per week and by not only having an across the school strategy for phonological knowledge but also ensure students for whom the main strategy does not assist have a number of other strategies on offer	• Review 2015 data results for Number Fluency and Spelling/Vocabulary. • Established a consistent approach for assessment procedures for Number Fluency and Spelling Vocabulary. • Review 2015 approach and make recommendations for required changes if necessary. • Professional Development for staff. • Appoint Literacy and Numeracy Co-ordinators. • Professional Development during staff meetings. • Ensure planning of programs during team planning meetings through consistent planners across all year levels • Revise Spelling scope and sequence. • Develop number fluency scope and sequence. • Teach every teaching explicitly about the different aspects of grammar, sentence structure and punctuation, in scaffolded step of development ability. • Develop a comprehensive vocabulary program throughout the school such as we do for other subject areas. • Develop a whole school program such as 'Spelling for Life' and also sub-programs that incorporate a range of learning styles •	AP-Curriculum Leading Teachers Facilitators	End of Term 2	• 2015 results • Assessment schedule • Staff Meeting minutes and agendas - PLT • Team Planning documents • Improved results • Scope and Sequence chart in spelling • Professional Development of staff for Number Facts • Professional Development of Staff for Spelling/Vocabulary • Analysis of teacher practice/best practice with peer observation, coaching and mentoring.
• **Incorporation of Booker Mathematics as a Mathematics teaching program on a consistent and whole school basis**	Utilise Booker in the development of Mathematics curriculum. Incorporate Booker Mathematics teaching program across all year levels.	• Each Facilitator provided with a copy of Booker • Professional readings for staff to complete • Professional development of staff on the Booker program • Use of consistent Mathematic planners across all year levels • Classroom visits and observations	AP-Curriculum Facilitators	Dec	• Misconceptions in Numeracy documentation. • Evidenced throughout planning documents. • Team agendas and planners. • Curriculum Day – George Booker • Improvements in number facts and number data • Improvements in teaching practice in number • Explicit teaching model in numeracy

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT						
Goals	• Maximising levels of Student Engagement, School Connectedness and Educational Provision and consequent increased levels of student achievement.	**Targets**	increasing all levels of the student Attitudes to School Survey to beyond the 60th percentile in Teaching and Learning and Connectedness and improving all means of the Parent Opinion Survey to beyond state mean levels annually.			
		12 month targets	increasing all levels of the student Attitudes to School Survey to beyond the 60th percentile in Teaching and Learning and Connectedness and improving all means of the Parent Opinion Survey to beyond state mean levels annually.			

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
• The school undertakes a 'Futures Search' process involving all stakeholders in order to develop and implement a Pearcedale Primary School Mission, Vision and Values statement and the consequent development and implementation of a Pearcedale Primary School Instructional Model.	Review and refine Mission/Vision and Values. Review Pearcedale Primary Instructional Model for Numeracy and Literacy. Continue to develop and refine the implementation of a Pearcedale Primary School Instructional model	• Review impact of Vision/ Mission and Values from 2105 • Update documentation, website etc. to reflect changes. • Review impact of Instructional Models from 2105 • Update documentation to reflect changes. • Continue to develop the implementation of Daily 5 CAFÉ program • Professional Development of staff during staff meetings • Classroom observations and mentoring • Coaching • Development of teacher learning improvement goals	Leadership Facilitators Leading Teachers AP-Curriculum	Ongoing	• Agendas • Minutes • Updated Documentation and website has current vision and mission statements • Planning reflects instructional model • Teacher instructional practice in classroom reflects instructional model – observations • Daily 5 is successfully implemented in all classes in school. • Coaching and mentoring proformas • 360 model for observations and feedback
• The undertaking of a curriculum audit of all programs and timetables and Individual Learning Plans and develop a more strategic program of timetabling and instruction based on the school Mission, Vision and Values and Instructional Model.	Review timetables, programs and ILPs.	• Develop timetables • Audit Curriculum documentation in line with Victorian Curriculum. • Audit time allocation per learning dimension.	Leadership AP-Curriculum Facilitators Curriculum Team	Onoing	• Minutes • Agendas • Documentation of transfer of curriculum to Vic Curric. • Planning timetables reflect learning allocations • Curriculum Audit documentation • Analysis of audit with recommendations

• Student leaders and school leadership to conduct focus groups with students and parents in regard to attitudinal data and the development of recommendations for the future.	Look at areas of concern for survey data eg. Attitudes To School, Prep Parent Survey etc.	• Analyse survey results. • Invite focus groups to discuss areas of concern/ success • Establish teams to propose solutions to improve areas of concern.	Leadership AIP team facilitators	Ongoing	• Agendas / Minutes from principal's forums • Results from focus groups • Programs implemented in light of focus group outcomes • Analysis of data • Recommendations form Engagement team • Teams to each have a P and D goals to reflect improved engagement
• Development, documentation and implementation on a whole school basis of Science provision.	Establish Science as a specialist area Develop whole school science scope and sequence	• Align all science documents with the Victorian Curriculum • Create "I Can " learning intentions • Timetable science as a specialist area • Assessment documentation	AP-Curriculum Science Specialist Teachers	End of Term 1	• Science Curriculum Documentation 2016 aligned with Victorian Curriculum • Including planners, pacing guides, assessment documents
• Implementation of a clear and concise Pearcedale Primary School staff capacity building program including professional development and teacher coaching based on the Pearcedale Primary School Instructional Model	Leading Teachers to coach and mentor teaching staff in 2016. Minimum of 9 sessions available each week. Introduce and implement staff capacity building program for excellence in practice.	• Appoint Leading Teachers • Survey staff/ checklists to establish areas to develop • Timetable class visits on regular basis. • Staff meetings to develop Teacher Capacity • Professional Development • Common meeting time • Team data meetings • Staff to develop growth goals- individual and whole school • Professional readings	Leadership AP-Curriculum Leading Teachers	Ongoing	• Coaching and Mentoring Manual for Leading Teachers • Documentation – including proformas for class observations and goal setting • Planners and checklists • Agendas/Minutes - Staff Meetings • Data from staff surveys – eg Café • 360 model for feedback • Professional Development for staff feedback

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	• To improve levels of student wellbeing on a whole school basis by delivering a consistent educational program years Prep to 6.	**Targets**	• Improving student attitudinal data in Wellbeing and Relationships to above the 60th percentile. • Reducing student non-attendance to below state means at all year levels. • Ensuring parent opinion of Student Safety and Motivation is above state means annually.		
		12 month targets	• Improving student attitudinal data in Wellbeing and Relationships to above the 60th percentile. • Reducing student non-attendance to state means at all year levels. • Ensuring parent opinion of Student Safety and Motivation is above state mean.		

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
Reviewing all Pearcedale Primary School policies in this domain in order to document and deliver revitalised whole school Student Health and Wellbeing programs which are incorporated in curriculum design and delivery years Prep to 6.	Review relevant Well-being policies	• Well-being team to review documentation. • introduce a specialist health program • Grades 3-6 timetabled Health/Well-being lesson each week.	Principal AIP Well-being Team Staff	June	• Feedback and observations from health lessons • Planning documents • "Positive Start to School Program" including emotion walls etc • Continued progress with Kidsmatter program – minutes from wellbeing committee • Whole school action day against violence and bullying. • Minutes from learning support • Policy documentation revision
Conducting focus groups with students and parents in regard to improving attitudinal data in this area.	Look at areas of concern in Well-being in survey data.	• Analyse survey results. • Invite focus groups to discuss areas of concern/success • Establish teams to propose solutions to improve areas of concern/success.	Leadership AIP team facilitators	Ongoing	• Analyse and reflect on continued improvements in wellbeing • Improved ATSS results • Minutes of meetings/surveys of focus groups • Data analyses • Well-being team to make recommendations in light at data analysis
Implementing the Kids Matter program on a consistent, whole school basis.	Continue to work through appropriate modules.	• Kids Matter Meetings • Staff Meetings • Kids Matter committee • Weekly planners • Professional development for staff	Kids Matter Team	Ongoing	• Agendas • Meeting Survey results • Health and goal setting conversations • Evidence of kidsmatter in classroom programs • Newsletter information • Staff Professional Development

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY				
Goals	• Maximising student learning outcomes by ensuring that all Human Resource processes are undertaken on a rigorous and consistent whole school basis.	**Targets**	• Establishing benchmarks in staff opinion and satisfaction and improving these annually. • Improving parent perceptions of Parental Input and Improvement to levels approximating state means levels.	
		12 month targets	• Establishing benchmarks in staff opinion and satisfaction and improving these annually. • Improving parent perceptions of Parental Input and Improvement to levels approximating state means levels.	

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
Revising all leadership positions and structures in the school with a view to ensure effective delivery of programs in the new Strategic Plan.	Implement new Leadership Structure based on feedback in 2015.	• Recruit 2 new Leading Teachers • Allocate finance through SRP • Appoint 7 facilitators • Create Well-being, Achievement and Engagement committees to drive and monitor AIP/Strategic Plans • Update Roles and Responsibilities Staff Book.	Management	Term 4 2015/ Term 1 2016	• Coaching and mentoring programs established with evidence of feedback in classroom programs • Finance allocation directed towards AIP goals as a priority • Termly team check-ins for wellbeing, achievement and engagement
Implementing a staff Performance and Development Plan that is based specifically on student learning growth years Prep to 6.	Review P and D procedures for 2015.	• Revise checklists • PD staff in data analysis • Discuss expectations and procedures. • Meet with staff in November 2016 and review student growth.	Management Staff	Ongoing	• Data PLT team meetings held weekly – examining pre-test/post test results etc • P&D goals targeted towards student improvement. • Staff Professional Development
Reviewing the operation of PLT's to ensure consistency and accountability across all year levels.	Continue to monitor operations of PLT's and continue to provide support to facilitators.	• Review and refine planning documents (agendas, planners etc) • AP-Curriculum/Leading Teachers to attend meetings to ensure consistency. • PD facilitators to provide support.	Management Staff		• Planning and data meetings attended by LT/AP on a regular basis – consistency of planning • Revision of planners, pacing guides, norms etc each term • Professional Development if required

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	
Teams will moderate accumulated data **Leadership and staff teams will examine critically data from June and December reports** **Teams will examine critically Naplan data.**	[GREEN]	• All teams attend data session on a weekly basis to examine critically student performance – detailed data sets including pre/post test results, cohort data. Data analysis is utilised to drive planning meetings and intervention/extension sessions. • Data from June/December teacher judgement reports are examined critically by SIT, leadership and staff teams which makes recommendations for further development and modifications to existing programs • Teams provided professional development on data analysis • Teaching and Learning coaches carefully examined 2015 results from NAPLAN data to ensure extensive coverage of curriculum to ensure that identified areas are not in "nice to know". Planning meetings ensured this coverage through every classroom.			
Explicit teaching and learning in all areas of writing through grammar, sentence structure, spelling, punctuation and vocab	[YELLOW]	• Extensive PD undertaken by members of each team – Year 1-6. This PD was then brought back to school and implemented on train the trainer model • A curriculum day is booked for Term 3 – 2016 – Carmel Small (Nelson Cengage) • Spelling and Grammar Scope and Sequence have been developed. • Pearcedale Explicit Teaching of writing and learning model. • Marzano approach to vocab model has been explored. • Staff meeting Professional Development and reporting back			

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	
Continue to develop and refine the implementation of a Pearcedale Primary School	[GREEN]	• Extensive PD in the delivery of Café/ Daily 5 as an approach to the delivery of Literacy • Extensive coaching by Teaching and Learning coaches modelling correct procedures of implementation. • A developed Numeracy Instructional model has been implemented throughout the school to ensure consistency of delivery of the key components			

Instructional model - Literacy and Numeracy	🟩			
Leading Teachers to coach and mentor teaching staff in 2016. **Introduce and implement staff capacity building program for excellence in practice**	🟨	• Appointment of 2 x Teaching and Learning Coaches • Professional development and professional readings to support the Leading Teachers. • All classroom teaching staff have commenced involvement with a coach based on individual reflection surveys. • Staff are released to observe other staff to improve practice • Staff release for visitations to other schools to observe excellent practice.		

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**	
Implementing the Kids Matter program on a consistent, whole school basis.	🟨	• Kidsmatter team meet on a fortnightly basis • Regular PD in Kidsmatter at staff meetings • Kids matter Days • Play is the way			

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**	
Implement new Leadership Structure based on feedback in 2015.	🟩	• Significant change in Leadership structure – 2 Aps, 2 Teaching Learning Leading Teachers and 7 Yr level facilitators			
Continue to monitor operations of PLT's and continue to provide support to facilitators.	🟨	• AP/LT attendance at all data and planning meetings • Additional APT is provided to Facilitators • Documentation/readings has been provided to develop their leadership. • Mid-year reflection meetings provided to enable facilitators to provide feedback to progress. • Survey monkey reflections for feedback • Review of norms and protocols.			