

2016 Annual Implementation Plan: for Improving Student Outcomes

5057

Lilydale West Primary School 2016

Based on Strategic Plan 2013 - 2016

Endorsements

Endorsement by School Principal	Signed..... Name Anne Broadribb Date.....
Endorsement by School Council	Signed..... Name Matthew Ivan Date.....
Endorsement by Senior Advisor	Signed..... Name Jeremy Beard 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:	
<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><i>Excellence in teaching and Learning:</i> Peer observation has been introduced and is working in conjunction with the GROW coaching model to improve professional practice. There is a need to continue to further develop the process to continue to improve pedagogy and build practice excellence. Our student data shows that we have not yet reached the targets of the strategic plan and more realistic twelve-month targets will be set. The growth data has not been encouraging with less than 15% of students showing growth. Our professional practice has been developed in the analysis of data through collaborative planning, focus on growth data, shared analysis of cohort and whole school data, the use of data collection programs has shown growth and effectiveness of teaching.</p> <p><i>Professional Leadership.</i> The LWPS leadership team has worked throughout the year with educational consultant, Julie Symons, to further develop skill and knowledge in the development of effective learning teams. Four members of the LWPS professional team engaged in the BASTOW program, Creating a high performing learning team, with a specific focus on implementing the use of professional, constructive feedback. We need to continue to develop the skills and knowledge of the Leadership team to ensure sustainable leadership practice is embedded and new staff are inducted in whole school practices and pedagogy.</p> <p><i>Positive climate for learning</i> A wide range of extra curricula activities have been reflected upon to ensure there is a purposeful focus on student learning. This has included the changing of the camping and excursion program, in consultation with parents and school council, to focus on current classroom learning. Individual Behaviour Support Plans have been written and implemented for individual students which support our whole school positive behaviour culture. Collaborative planning which supports differentiation has enhanced the learning climate for all students. We need to further consolidate this process and ensure that new staff are inducted in the use of the use of our transparent, planning documentation. As needs of individual students have changed, extra ES staff have been employed to ensure the maintenance of a positive learning environment. This will be further monitored as the cohort of student's change. Whole school Professional Development is needed to ensure increased knowledge and a consistent, whole school approach is adopted.</p>	
Key Improvement Strategies (KIS)	
<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	Build teacher capacity to support consistently implemented high quality, explicit teaching and learning practices.

Curriculum planning and assessment	Strengthen teacher capacity to utilize school wide assessment practices. to plan for learning
Building leadership teams	Strengthen the development of the leadership team to embed sustainable practices and support collective responsibility.
Setting expectations and promoting inclusion	Strengthen processes and programs that support the transition of all students into, through and from the school. Increase student participation in decision-making about their learning through enhanced student voice.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																
Goals	To improve the learning outcomes of every student at Lilydale West Primary School	Targets	Year 3 AusVELS			Year 3 AusVELS		Year 4 AusVELS			Year 4 AusVELS			Whole School above expected level		
			Yr	R	M	R	N	R	W	N	R	W	N			
			2014													
			2015													
			2016													
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											
Build the school community's capacity to support consistently implemented high quality, explicit teaching and learning practices	Implement year 2 of the Peer Coaching model	Coordinating peer coaching Resource 0.2 teacher and coordinate their workload (\$30,000) Monitor teacher participation Formation of Peer Observation Team (POT) team Develop and implement induction program	Principal	Term one	<ul style="list-style-type: none"> POT team is established Induction program is complete PDP clearly reflects peer observation. 											
			AP	Term one		<ul style="list-style-type: none"> 0.2 teacher is appointed and workload monitored Peer coaching is evidenced by timetable and teacher release 										
			POT	Term one		<ul style="list-style-type: none"> 2016 program incorporates focus areas 										
			Teachers	Ongoing		<ul style="list-style-type: none"> All teachers participate in all areas of the peer coaching 										
	Provide processes that support the consistent implementation of curriculum programs	Overview and monitor all planning Coordinate PD in the use of consistent planning documentation. Curriculum area coordinators will be provided with extra time release. CRT 5days \$2000	AP	Term one	<ul style="list-style-type: none"> All new teachers have been inducted into school program 											
			Team leaders	Ongoing	<ul style="list-style-type: none"> Timetable allows time release for coordinators All planning reflects consistent implementation across all curriculum areas and in all teams 											
	Enhance the quality of literacy programs in the school	Leadership team will review and reflect on effective means to measure improved outcomes of peer coaching. Provide release time for graduate and mentor teachers.	Literacy coordinator	Ongoing	<ul style="list-style-type: none"> Coordinate PL on the use of the CARS and STARS program 											
				Term four	<ul style="list-style-type: none"> Scope and sequence is complete 											
			Literacy team	Ongoing	<ul style="list-style-type: none"> Monitor planning documents The Literacy team to review whole school teaching of Speaking and Listening and provide PL to all staff in whole school practice. 											
			Assessment & data team	Ongoing	<ul style="list-style-type: none"> Assessment schedule is monitored for all staff to ensure data is entered onto Sentral 											
			Teachers	Term one	<ul style="list-style-type: none"> All term and weekly planners incorporate AusVELS skills and content and demonstrate the learning continuum 											
				Ongoing	<ul style="list-style-type: none"> All pre & post testing data is entered onto Sentral 											
			Leadership team	Term four	<ul style="list-style-type: none"> Peer coaching outcomes are evidenced in PDP planning and reflective journals 											
	Enhance the quality of numeracy programs in the school		Numeracy coordinator	Term one	<ul style="list-style-type: none"> Different programs will have been investigated A suitable program has been selected 											
			Term four	<ul style="list-style-type: none"> Scope and Sequence is complete 												
Numeracy team			Term one	<ul style="list-style-type: none"> Recommendation to leadership regarding Numeracy program 												
Assessment & data Team			Ongoing	<ul style="list-style-type: none"> Assessment schedule is monitored for all staff to ensure data is entered onto Sentral 												

			Teachers		<ul style="list-style-type: none"> All pre & post testing data is entered onto Sentral
Strengthen school wide assessment practices.	Implement a range of digital, whole school assessment tools with a data management system	Cost \$7,000	Principal,	1 st Term	<ul style="list-style-type: none"> Sentral has been purchased Teachers have been trained in select functions. Digital assessment programs implemented
			Assessment & data team	Ongoing	<ul style="list-style-type: none"> Teachers have been trained to analyse diagnostic assessments. Assessment schedule is monitored for all staff to ensure data is entered onto Sentral
	Monitor the implementation of the Assessment schedule in classroom practice	Assessment team to ensure schedules are followed and to provide feedback to curriculum coordinators.	Principal,	Ongoing	<ul style="list-style-type: none"> PDP discussion incorporate Assessment schedule implementation
			Assessment team	Term 2 & 4	<ul style="list-style-type: none"> PLT agendas have an assessment and data analysis focus. PLT team leaders monitor implementation of assessments Curriculum coordinators to review and revise current schedule as part of review process
To be evaluated at 2016 school review.					

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT																									
Goals	To improve students' motivation and engagement in all aspects of their learning.	Targets	<ul style="list-style-type: none"> By 2016, the score for the Student Motivation variable in the Attitudes to Schools Survey to be above 4.8. <table border="1" style="margin-left: 20px;"> <tr><td>2012</td><td>2016</td></tr> <tr><td>4.54</td><td>4.8</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <ul style="list-style-type: none"> To increase student attendance in Years 4, 5 and 6 every year to 2016. <table border="1" style="margin-left: 20px;"> <tr><th>YEAR LEVEL</th><th>2011</th><th>2016</th></tr> <tr><td>4</td><td>12.9</td><td>12</td></tr> <tr><td>5</td><td>16.1</td><td>12</td></tr> <tr><td>6</td><td>15.8</td><td>12</td></tr> </table>			2012	2016	4.54	4.8					YEAR LEVEL	2011	2016	4	12.9	12	5	16.1	12	6	15.8	12
2012	2016																								
4.54	4.8																								
YEAR LEVEL	2011	2016																							
4	12.9	12																							
5	16.1	12																							
6	15.8	12																							
		12 month targets	<ul style="list-style-type: none"> ATSS Student Motivation <table border="1" style="margin-left: 20px;"> <tr><td>2015</td><td>2016</td></tr> <tr><td>4.62</td><td>4.8</td></tr> </table> <p style="margin-left: 20px;"><small>Parent opinion survey 2015 5.49</small></p>			2015	2016	4.62	4.8																
2015	2016																								
4.62	4.8																								
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																				
Strengthen teacher capacity to implement a differentiated curriculum that supports and challenges students.	Create a whole school planning document that reflects the schools differentiated teaching model to extend current learning opportunities for students	CRT release for Leadership team \$3300	AP	Ongoing	<ul style="list-style-type: none"> All staff using Victorian Curriculum All staff attend PL on the schools differentiated teaching model 																				
	Provide PL on assessment and teaching for learning	Curriculum teams during PLTs, curriculum teams and staff meeting times.	Inquiry team	Term four	<ul style="list-style-type: none"> Scope and sequence is complete 																				
			Principal	PDP mid and end cycle.	<ul style="list-style-type: none"> Implementation of school wide programs to be demonstrated through the PDP process. 																				
			AP	Ongoing	<ul style="list-style-type: none"> All staff to be engaging in PL through allocated curriculum teams, PLTs and staff meetings 																				
	Review and evaluate current data and practices to ensure teaching is targeted specifically to student need.	Through the 2016 review process.	Curriculum Team Leaders	Ongoing	<ul style="list-style-type: none"> Meeting schedule to reflect PL time Meetings run according to meeting schedule 																				
			Leadership team	TBA	<ul style="list-style-type: none"> Analyse and present data for review 																				
Assessment & data team			Ongoing	<ul style="list-style-type: none"> AusVELS student data will show increased growth in learning outcomes. 																					
Increase student participation in decision-making about their learning through enhanced student voice.	Junior School Council will continue to be formed and hold regular meetings in 2016.	Through the allocation of roles and responsibilities for staff.	Student voice team	Monthly throughout 2016	<ul style="list-style-type: none"> Reports will be created, identifying student opinion on their learning environment and interest in social issues An effective Junior School Council is established 																				
	Hapara will be purchased to enable students to safely participate in shared learning tasks.	Provide PL for IT coordinator and funding for IT software	IT coordinator	Term two	<ul style="list-style-type: none"> Teachers will engage in PL on the use of Hapara. Student online, collaborative learning tasks will be transparent to classroom teachers. 																				

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To improve students' motivation and engagement in all aspects of their learning and transitions of all students into, through and from school.	Targets			
12 month targets		To increase student safety and classroom behaviour score from the attitude to school survey and the parent opinion survey.			
		ATSS 2015	Student safety 4.62 Classroom Behaviour 3.73	increase to 4.8 increase to 4.0	
		POS 2015	Student Safety 5.65 Classroom behaviour 3.86	increase to 5.7 increase to 4.0	
	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
Enhance the well-being of all students in the school	Investigate a school wide behaviour management program	Provide resources to undertake Professional Reading and Reflection.	AP	Term 1	<ul style="list-style-type: none"> Audit current programs
			Wellbeing coordinator	Term two	<ul style="list-style-type: none"> Proposal paper developed based upon research and school visit
				Term four	<ul style="list-style-type: none"> Implementation plan for the agreed whole school student wellbeing program has been created
	Develop a school wide behaviour management program	Provide PL on effective school wide behaviour management programs. Provide release time for Well Being coordinator \$330 Investigate the "prevent, teach and review" model of functional behaviour assessment. Investigate the SWPB program Develop an agreed school wide behaviour management program Behaviour Support plans will be written and shared with parents for student's requiring extra support.	AP Wellbeing coordinator	Term one	<ul style="list-style-type: none"> Staff have been introduced to BM program Mentor school identified Functional Behaviour Assessment Program has been purchased SWPB and prevent, teach & review programs have been assessed Release time has been timetabled
			Whole staff	Ongoing	<ul style="list-style-type: none"> Implementation of warning process completed Behaviour support plans are stored on Sentral
	Review student wellbeing policy and programs.	Provide release time for Well Being coordinator Present wellbeing policy to Education sub committee	Principal	As part of the review process. TBA	<ul style="list-style-type: none"> Policies will be reviewed and revised and presented to staff and the school community.
			AP	As part of the review process. TBA	<ul style="list-style-type: none"> Release time is shown in timetable
			Wellbeing coordinator	As part of the review process. TBA	<ul style="list-style-type: none"> Self-evaluation of wellbeing processes in the school is complete





Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	Increase the capacity of the school to function as a strategic organisation	Targets	Meetings and planning will demonstrate a whole school approach for improvement of student learning outcomes, behaviour management and consistency across all areas.		
		12 month targets	All teachers will be able to evidence the use whole school protocols and processes to demonstrate improvement in these areas.		
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 meeting schedule that meets the needs of the strategic plan	Review current meeting schedule and purpose of meetings against school needs.	Review student data relating to AIP targets, prioritise the PL needed to meet those goals and set the meeting schedule.	Principal AP Assessment & data team	Ongoing	<ul style="list-style-type: none"> Student data is compared to targets. AIP is annotated
			AP	Term two	<ul style="list-style-type: none"> New meeting schedule implemented from commencement of semester 2, 2015
Develop a whole-school structure to ensure opportunities are provided for all teachers.	Review current roles and responsibilities.	A review will be conducted on the needs of the school and roles will be allocated in alignment with staff experience and goals.	Leadership team	Term 1	<ul style="list-style-type: none"> A document indicating the roles and responsibilities of staff will be created in Term 1. As part of the review process, staff will be allocated roles in response to identified areas of need.
			Principal	Ongoing	<ul style="list-style-type: none"> Staff will demonstrate performance in their allocated role through the PDP process.
Provide an induction program to all new staff.	Provide a meeting for new staff to meet Principal, AP and team members.	Meetings times will be scheduled prior to the beginning of the school year and during the first week of 2016.	Leadership Team	Term 1	<ul style="list-style-type: none"> Staff members will be able to actively engage with LWPS scope and sequence documents. Planning documents will be consistent throughout the school.
			All staff	Ongoing	<ul style="list-style-type: none"> All staff use LWPS documents, scope & sequences, assessment schedules and other planning documents All staff will have input into the review process
The Leadership team will engage in PL to ensure the team development.	Provide release time for the Leadership team to engage in whole day meetings.	CRTs will be engaged to release teaching members of the leadership team. \$3300	Leadership Team	Ongoing	<ul style="list-style-type: none"> Meeting minutes will reflect discussion of student data, improvement strategies and actions to be implemented school wide.

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	
Implement year 2 of the Peer Coaching model					\$0 of \$20,000
Provide processes that support the consistent implementation of curriculum programs					
Enhance the quality of literacy programs in the school					
Enhance the quality of numeracy programs in the school					
Implement a range of digital, whole school assessment tools with a data management system					
Monitor the implementation of the Assessment schedule in classroom practice					
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	
Create a whole school planning document that reflects the schools differentiated teaching model					

Commented [AB1]: Enhance the quality of literacy programs in the school

to extend current learning opportunities for students					
Provide PL on assessment and teaching for learning					
Review and evaluate current data and practices to ensure teaching is targeted specifically to student need.					
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	
Investigate a school wide behaviour management program					
Develop a school wide behaviour management program					
Review student wellbeing policy and programs.					
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	
Review current meeting schedule and purpose of meetings against school needs					
Review current roles and responsibilities					

Provide a meeting for new staff to meet Principal, AP and team members.					
Provide release time for the Leadership team to engage in whole day meetings.					