

2016 Annual Implementation Plan: for Improving Student Outcomes

5297

Mackellar Primary School 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	 Signed Name: Matthew Borg Date: 23.3.2016
Endorsement by School Council	Signed..... Name: Monique Hamilton Date.....
Endorsement by Senior Education Improvement Leader	 Signed: Name: Jason Smallwood Date: 23.3.2016

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	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	X
	Curriculum planning and assessment	X
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	X
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>Mackellar Primary School has selected the initiatives above to support the implementation of the School's Strategic Plan. Our school has maintained its strong focus on coaching to build the capacity of teachers to implement high quality teaching and learning practices.</p> <p>The transition to straight grades in 2016, resulting in smaller teaching teams, is the opportune time to introduce peer observation and feedback as a strategy to continue our focus on developing effective teachers in every classroom in the school. Staff Opinion Survey data - Professional Learning – indicates an area for improvement particularly seeking advice from colleagues and participating in collaborative discussion to improve learning and teaching.</p> <p>Available school data highlights that writing will need to be a focus in 2016. The development of writing rubrics and assessment practices will enable teachers to better pin point student learning needs in writing and target teaching accordingly.</p> <p>The Attitudes to School Survey data continues to show Learning Confidence and Classroom Behaviour as the relative weaknesses when compared to other factors. The school will continue to maintain an improvement focus in these areas. In introducing the program 'Kids Matter' we aim to build the social and emotional competence of our students and their capacity to recognise and manage their emotions, develop caring and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively.</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 Curriculum planning and assessment	<ul style="list-style-type: none"> • Build the leadership team to lead school improvement across the school. • Build staff capacity to collect and analyse data to inform learning and teaching practices across the school. • Align curricular content (curriculum, instruction, methodology, standards and assessment) to ensure consistency in the planning and implementation of programs that cater for cohort and individual learning needs.
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> • Cultivate a positive and engaging school culture where students are actively engaged in their learning with provision of student voice, leadership and co-curricular opportunities. • Build student skills and understanding to be resilient and to take responsibility for their behaviour.

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ACHIEVEMENT					
Goals	To maximise achievement and learning growth for each student in all areas of the curriculum with a particular focus on literacy and numeracy	Targets	<ul style="list-style-type: none"> 100% of students deemed capable, measured against AusVELS, demonstrate a learning gain of 12 months or more in English and Mathematics 100% of students on Individual Learning Plans show progress at or above satisfactory on their Educational goals The percentage of students showing low relative growth for NAPLAN in Reading will move from 38% (2014) to 25% or below (2018) - at 15% 2015 The percentage of students showing low relative growth for NAPLAN in Writing will move from 39% (2014) to 25% or below (2018) - at 29% 2015 The percentage of students showing low relative growth for NAPLAN in Numeracy will move from 30% (2014) to 20% or below (2018) - at 28% 2015 The percentage of students in year 5 at or below the NMS for NAPLAN Numeracy will decrease from 27% (2014) to 14% (2018) - at 26% 2015 		
		12 month targets	<ul style="list-style-type: none"> Sustain the percentage of students showing low relative growth for NAPLAN in Reading The percentage of students showing low relative growth for NAPLAN in Writing will move from 29% (2015) to 27% or below (2016) The percentage of students showing low relative growth for NAPLAN in Numeracy will move from 23% (2015) to 20% or below (2016) The percentage of students in year 5 at or below the NMS for NAPLAN Numeracy will decrease from 26% (2015) to 20% (2016) In Prep to Year 2, 25% of students or more will have a greater than 12 month growth in English and Mathematics Staff Opinion survey-School Climate: Collective Efficacy: increase the Percent Endorsement from 68.5% in 2015 to 75.8% in 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 staff capacity to collect and analyse data to inform learning and teaching practices across the school	Work in teams to develop sequential common assessment tasks reflective of essential learnings	PLT meetings School Improvement Teams	Leadership team School improvement teams Year level and specialists team All teaching staff	Ongoing	Students have a clear understanding of what they know, what they don't know and what they need to learn next
	Ensure that essential learnings are communicated to students via the development of 'I can' statements that allow students to monitor their own learning (Literacy and Numeracy)	Implement through learning Intentions and success criteria (classroom programs)	Literacy improvement team	Ongoing	'I can' statements are developed for writing and remaining areas of numeracy The percentage of students showing low relative growth for NAPLAN in Numeracy will move from 23% (2015) to 20% or below (2016) The percentage of students in year 5 at or below the NMS for NAPLAN Numeracy will decrease from 26% (2015) to 20% (2016)
	Moderate assessments of students learning to ensure they are based on consistent professional judgements and evaluate the impact on student learning	School improvement teams leading discussions around assessment practices School Improvement Teams Meetings	Ongoing	Ongoing	Increased consistency in teacher judgement across year levels
	Improve teaching of Speaking and Listening across the school	Implement a structured oral language approach for lower primary students with low language Ensure that the teaching of Speaking and Listening is addressed in all unit planners	Literacy Leader All teaching staff Literacy Intervention teacher	Ongoing	Analysis of pre and post Record of Oral Language assessment shows an improvement in receptive and expressive language Ongoing Oral Language Lesson scripts Pre and post unit filming of student oral presentations
	Build consistency and quality of teaching practice in writing, across the school	PLT meetings School Improvement Teams Meetings Utilisation of Seven Steps approach and materials	Literacy School improvement team All teaching staff	Ongoing	Rubrics to assess writing across the school are developed The percentage of students showing low relative growth for NAPLAN in Writing will move from 29% (2015) to 27% or below (2016)
Develop pre and post assessments that are moderated in teams using specific criteria in relation to genre and using assessments formatively to cater for student needs	PLT meetings School Improvement Teams Meetings Utilisation of Seven Steps approach and materials	Literacy School Improvement team All teaching staff	Ongoing	Data is analysed, interpreted and used to regularly monitor progress	
Align curricular content (curriculum, instruction, methodology, standards and assessment) to ensure consistency in the planning and implementation of programs that cater for cohort and individual learning needs	Review curriculum to align with Victorian curriculum	Curriculum day to provide professional learning around Victorian Curriculum and A-D curriculum	Leadership Team	Term 3	Victorian Curriculum (inclusive of A-D curriculum) is ready for full implementation in 2017 Aspects of the A-D curriculum are evident in planning documents
	Build upon the implementation of the seven components of direct instruction: clarifying learning intentions, identifying success criteria of performance, building commitment and engagement, presenting lessons, guided practice, closure, and	Purchase best professional readings (\$5,000) PLT meetings Staff meetings Team meetings Peer coaching	Leadership Team All staff	End of year	High quality teaching and learning evidenced by staff knowing what to do and what actions to take when students are not learning

	<p>independent practice (Hattie, 2009)</p> <p>Refine the Planning documents across teams paying particular focus to the transition to straight grades (sequencing)</p> <p>Employment of a Literacy consultant to provide feedback from classroom observations across the school during the reading block to re-focus the school's consistency of delivery of Reading learnings</p> <p>Observe one another's practice to provide (and act on) feedback relative to evidence-based teaching models by supporting teachers to undertake classroom observation and provide critical feedback to each other to inform improvements in teacher practice in line with agreed teaching approaches</p>	<p>Teachers collaborate within and across year levels to ensure consistency of curriculum delivery</p> <p>Establish an agreed set of protocols to govern learning walks and peer observations</p> <p>Engage a consultant (e.g. Tonia Flanagan, Visible Learning Network) to work with staff (\$30,000)</p> <p>Ensure the workforce plan provides staffing to support peer observation and learning walks</p>	<p>School Improvement Teams PLT meetings</p> <p>Leadership Team Teaching Staff Consultants</p> <p>Leadership Team Teaching Staff Consultants</p>	<p>End of year</p> <p>End of year</p> <p>Ongoing</p>	<p>Teaching is more targeted to student needs through the implementation of whole school planning documents</p> <p>Teachers are actively evaluating their classroom practise through regular classroom observation and peer feedback sessions Feedback from consultant and Leadership Team</p> <p>Teachers are actively evaluating their classroom practise through regular classroom observation and peer feedback sessions</p>
<p>Build the leadership team to lead school improvement across the school</p>	<p>Involve all staff in collaborative school improvement initiatives through the development of School Improvement Teams</p> <p>Build knowledge and capacity of emerging leaders</p>	<p>Build and structure school improvement teams that consist of members across teams</p> <p>Provide mentoring and coaching support to new and emerging leaders</p>	<p>Leadership Team</p> <p>Leadership Team CT2-6 Teachers</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>School improvement teams meet regularly provides input and feedback to school's improvement plan Staff Opinion survey-School Climate: Teacher Collaboration: increase the Percent Endorsement from 73.5% in 2015 to at or above 75% in 2016</p> <p>Selected staff lead school improvement initiatives and PLTs</p>

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ENGAGEMENT					
Goals	All students are confident, active and independent learners who are motivated in their learning and have a strong sense of belonging and connectedness to the school and their peers	Targets	<ul style="list-style-type: none"> Learning confidence to improve from 3.88 (2014) to be greater than 4.8 (2018) School connectedness to improve from 4.27 (2014) to be greater than 4.5 (2018) - target met in 2015 		
		12 month targets	<ul style="list-style-type: none"> Attitudes to School Survey - Learning confidence mean to increase from 3.98 (2015) to at or 4.2 (2016) Attitudes to School Survey - Stimulating learning environment mean to increase from 4.14 (2015) to be greater than 4.5 (2016) Parent Opinion Survey – School Connectedness mean to increase from 5.36 (2015) to at or above 6 (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
Cultivate a positive and engaging school culture where students are actively engaged in their learning with provision of student voice, leadership and co-curricular opportunities	Continue the development and implementation of student learning goals across all areas of the curriculum and encourage students to monitor their own progress toward learning goals.	Continue to support students in the setting of challenging goals relative to individual strengths	Leadership team All Staff	Ongoing 2016	Students are documenting their learning in a variety of ways Students regularly engage in reflective practices and self-assessment linked to personal learning goals
	Regularly seek feedback from students about their learning focusing of their perceptions of themselves as learners Teachers consult with their students, giving and receiving feedback on classroom teaching practises, building a positive class culture that values the voice of all students.	Conduct student forums and surveys Review strategies and tools that teachers can use to gather student feedback	Leadership team PWC Student leaders		Teachers review and consider feedback from students to inform their teaching practise, and curriculum and lesson planning Classroom teachers using a variety of strategies to engage students in their learning Staff Opinion Survey – Teaching and Learning: Setting Objectives and Providing feedback: increase Percent Endorsement (Prin/teach) from 79.8% in 2015 to at or above 84% in 2016
	Implement the digital learning strategy across the school extending the implementation of BYOD in the Grade 3-4 area	Employment of a e-Learning coach to lead the implementation of a 21st C learning pedagogy \$60,000	Leadership team e-Learning coach Teaching staff		Teachers plan and develop units of work that enable students to engage in their learning digitally Feedback from students indicates the value of a 1:1 device engages them in their learning

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WELLBEING					
Goals	To provide an inclusive, stimulating, safe and orderly learning environment for all students supported by trusting and effective relationships	Targets	<ul style="list-style-type: none"> Results from 2014 to 2018 (4 year average) as indicated on the School Performance Summary improves from the Low category to the Higher category in Wellbeing Attitudes to School Survey: Classroom behaviour improves from 2.94 (2014) to be greater than 4.0 (2018) 		
		12 month targets	<ul style="list-style-type: none"> Attitudes school survey, Classroom Behaviour to increase from 3.2 in 2015 to be at or above 3.3 in 2016 Parent Opinion Survey: Classroom behaviour to increase from 4.4 in 2015 to be at or above 4.5 in 2016 Parent Opinion Survey: Social skills to increase from 5.35 to be at or above 5.5 in 2016 Staff Opinion survey-School Staff Safety and Wellbeing: Build Resilience and a Resilient, Supportive environment: increase the Percent Endorsement from 62.7% in 2015 to 65% in 2016 (or greater than 62.7% in 2015) 		
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 student skills and understanding to be resilient and to take responsibility for their behaviour	Develop and implement a whole-school approach in building student resilience with a focus on social and emotional learning	Undertake an audit of teachers' confidence in managing challenging classroom behaviour (including students in the PSD program) to identify areas where professional learning can strengthen behaviour management capacity of staff	Student Wellbeing Coordinator (SWC) Whole staff	End of Term 3	Attitudes school survey, Classroom Behaviour to increase from 3.2 in 2015 to be at or above 3.3 in 2016 As per 12 month target – Staff opinion survey Quick feedback survey of subset data from staff safety and wellbeing completed at the beginning and end of year
	Develop a coordinated approach to identify and meet student needs and support their development of self-regulating behaviours, including students with additional needs	Investigate and undertake professional learning on positive behaviour models and work with the whole-school community to ensure positive behavior expectations are set (\$10,000 to provide PD and resources)	Assistant Principal Integration Teacher SWC	Ongoing	Observable: Staff provide consistent responses to preventing antisocial behaviour and respond to situations in a calm, non-confrontational manner. Parent Opinion Survey: Classroom behaviour to increase from 4.40 in 2015 to be at or above 4.5 in 2016
	Students are provided with regular opportunities to practice and adapt their social and emotional skills to new situations in the classroom, school and wider community	Review existing student behavior policies and guidelines in consultation with students, staff and parents/carers, including the development of a Child Safe and Staff Code of Conduct policies	Leadership Team School Council	End of term 2	Student behaviour polices have been endorsed by School Council
		Implement the 'Kids Matter Program' module 2 social and emotional learning (\$10,000 to provide resources and PD) Encourage parental involvement in the implementation of the Kids Matter program	SWC All staff	End of Term 3	Teachers understand the core social and emotional core competencies for the 5 main areas – self-awareness, self-management, social awareness, responsible decision-making and relationship skills. Parents/carers support the school's positive behaviour expectations in the home. As evidenced by: Kids Matter survey for staff, parents and students. Observable: Staff understand the interrelationship between social, emotional and academic learning.

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PRODUCTIVITY					
Goals	To increase the capacity of the whole school community to function as a unified and strategic organisation	Targets	<ul style="list-style-type: none"> Increase the response rate for the Parent Opinion Survey from 29% (2014) to 60% (2018) The overall mean for School Climate: Parent and community Involvement to increase from the 33rd percentile 370 (2014) to the 67th percentile above 500(2018) The overall mean for School Climate on the Staff Opinion Survey: Staff Trust will increase from the 379 (2014) to at or above 500 (2018) 		
		12 month targets	<ul style="list-style-type: none"> Staff Opinion Survey – School Climate: Parent and community involvement: increase the Percent Endorsement from 66.7% in 2015 to 70% in 2016 Staff Opinion Survey – School Climate: Staff Trust: increase the Percent Endorsement from 63.4% in 2015 to at least 70% in 2016 Parent Opinion Survey - Parent Input: increase the mean factor score from 5.12 in 2015 to at or above 5.5 in 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
Investigate and implement optimal allocation and utilisation of human, physical and financial resources required for effective structures and programs for the school community	Review current classroom structure and develop a more suitable structure or peer coaching	Build a work force plan for 2016 that caters for the needs of our students and aligned with SSP Goals	Principal team Leadership team	Term 4 2015	Grade structures and timetable allows for peer observation and coaching SRP Workforce plan remains in surplus
	Develop timetable to provide staff to access peer coaching, teaching observations and professional learning that is aligned with school wide goals and key improvement strategies	Employ Specialist teacher to allow for time release Review workforce plan to determine if funds are available to complete this	Consultative team staff		Staff Opinion Survey – School Climate: Staff Trust: increase the Percent Endorsement from 63.4% in 2015 to at least 70% in 2016. School Staff Survey: Applicability of Professional learning: scale score will be within the middle 50% of schools (professional learning activities are relevant to learning and teaching strategies in school)
	Utilise the schools saving program to build new outdoor learning environments, a synthetic oval and stage two of front area of school	Establish the amount of resources that the school has available to commit to the project and begin quoting process Hold school community meetings to share and involve students and parents in the design of the outdoor learning space	Facilities sub committee School Council Principal	Term 4 2016	New outdoor learning environment complete As per 12 month Target- Parent Opinion Survey- Parent Input
Develop effective communication within the community and promote the school and its programs within both the local and broader context	Broaden our existing transition program to include both kinder and child care centres. Utilise innovative forms of communication to promote Mackellar Primary as a school of choice in the community	Provide information sessions about school selection for pre-school age students both on and off site Investigate strategies to utilise technology to communicate with our feeder kinder e.g.: year 5 reading sessions at Kinder and childcare centres.	Transition Coordinator Leadership Team SWC School Council Members	Term 2, 3 and 4	Increase our schools prep enrolments from 48 in 2016 to over 60 in 2017
	Promote and inform parents of school wide programs and activities via the school website and tiqbiz	PD for all teaching staff to use both the website and Tiqbiz more efficiently	ES website coordinator Principal	Term 2	Increase hits on the Mackellar website from 4,560 to 6,700 To increase our membership to Tiqbiz from 310 to 360 Parent Opinion Survey - Parent Input: increase the mean factor score from 5.12 in 2015 to at or above 5.5 in 2016
	Develop a more effective system for staff to share unit planners, teaching and learning ideas	Investigate successful systems in other schools Investigate edublogs	e-Learning team PWC		
	Improve the school's organisational structures to enable opportunities for teachers and ES staff to collaborate on student learning	Review ES (Intergration Aides) allocation of planning time Structure timetables to allow for planning time	Assistant Principal Integration coordinator	End Term 1	Classroom teachers and Integratoin aides meet weekly to discuss individual student learning needs
	Increase the number of parents on School Council and ensure parent representation on the various sub committees	Invite parents through the newsletter and Tiqbiz Provide parents with information about school council sub committee	School council ES webstie coordinator Sub committee convenors	Mid Term 2	Increase in number of parents on school Coucil and Sub committees Parent Opinion Survey - Parent Input: increase mean score from 5.12 to 5.5 in 2016

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	