

2016 Annual Implementation Plan: for Improving Student Outcomes

5454 Doncaster Gardens Primary School 2016

Based on Strategic Plan 2013-2016

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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.

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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.

To implement a common language and a consistent approach in the planning and delivery of writing from F-6. The aim is to embed consistent teaching approaches and a common language for in all aspects of writing. Our EAL student population, steady increase of new teaching staff and data show that this is an area needing consolidation.

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
Building practice excellence	<ul style="list-style-type: none"> Build teacher understanding of the Victorian Curriculum Build teacher effectiveness in assessment for, as and of learning, so that teachers can differentiate curriculum for all students Develop and implement a whole school approach to teaching and assessment of Literacy Build teacher understanding of learning intentions and success criteria Ongoing use and updating of the GradeXpert database to develop a cumulative record of each student and to inform planning Differentiate the curriculum Continue to develop the use of ICTs, and in particular mobile devices, as tools for teaching and learning Meeting schedules to include regular exchange between year levels Build knowledge and capacity through sharing classroom practice Developing leadership capabilities of aspirant leaders Adequately resource teaching and learning programs
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> Improve student leadership School values to be reflected in all school documentation and programs Update Restorative Practices P-6 Create guidelines for identifying, referring and supporting students at risk to be implemented Transition programs continue to be enhanced and refined

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	<p>To maximize achievement levels for all students encouraging collaborative teaching and differentiated learning across the AusVELS.</p>				
	Targets	<p>Increase percentage of students achieving an A or B in English and Maths Domains to at least: Reading – 75% Writing - 65% Speaking & Listening – 65% Number – 75% Measurement, Chance and Data – 65%</p> <p>To increase the Matched Cohort growth in NAPLAN Reading and Writing from Year 3 to Year 5 to at or above the state mean. (2013 matched cohort growth for reading = 76, an increase of 11 compared to 2012) — (2013 matched cohort growth for writing = 66, an increase of 6 compared to 2012)</p> <p>Improve student outcomes from Years 3 to 5 in NAPLAN Reading, so that the percentage of students in the top 2 bands in Year 3 is maintained for the same cohort when they are in Year 5. 2012 = Year 3 (bands 5 & 6) = 76.1%. Year 5 (bands 7 & 8) = 65.7%.) 2013 = Years 3 (bands 5 & 6) = 59%, a decrease of 17.1%. Year 5 (bands 7 & 8) = 44 %, a decrease of 21.7%</p> <p>Improve student outcomes from Years 3 to 5 in NAPLAN Writing, so that the percentage of students in the top 2 bands in Year 3 is maintained for the same cohort when they are in Year 5. (2012 = Year 3 (bands 5 & 6) = 89.5%. Year 5 (bands 7 & 8) = 50.6 %.) (2013 = Years 3 (bands 5 & 6) = 69%. Year 5 (bands 7 & 8 = 32%)</p> <p>Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to at least the lower 3rd quartile.</p>			
	12 month targets	<p>2016 - Improve the School Connectedness score in the Student Attitudes to School Survey for Years 5 and 6 students to a mean score of 4.75.</p> <p>Increase percentage of students receiving an A or B in English and Maths AusVELs Domains to at least: Reading – 75% Writing - 65% Speaking & Listening – 65% Number – 75% Measurement, Chance and Data – 65%</p>			
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 teacher understanding of the Victorian Curriculum	Ongoing PL in Victorian Curriculum	Staff meetings Leadership Team to organise and conduct relevant PL sessions: team, whole school, PLT meetings	Principal & Assistant Principal Leadership team Curriculum leaders Teachers	Ongoing through the year	Curriculum audit and documents updated to Victorian Curriculum and available on shared server
Build teacher effectiveness in assessment for, as and of learning, so that teachers can differentiate curriculum for all students.	Ongoing PL for new staff on the use of the GradeXpert database Ongoing use of assessment for learning strategies at point of need Build teacher capacity in assessment of, as and for learning using the CARs and STARs program	PL sessions Ongoing data analysis part of weekly planning meetings to ensure differentiation All staff to have relevant targets from AIP in their PDPs Literacy support teacher to model use of CARs and STARs in individual classrooms	Principal & Assistant Principal Literacy Support Coordinator Leadership team Curriculum leaders Teachers	Modelling Term 1. Using program ongoing	Curriculum documentation Work program documentation Teachers to provide evidence of reaching set targets Literacy and Numeracy Assessment Schedules GradeXpert database to be updated Literacy support teacher's timetable

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Develop and implement a whole school approach to teaching and assessment of Literacy	Writing and Speaking and Listening PL for teachers	PL sessions	Principal & Assistant Principal English Coordinator EAL Coordinator Literacy Support Coordinator Writing & Speaking & Listening Consultants	Terms 1-4	Curriculum documentation Evidence of strategies being used in classrooms
Build teacher understanding of learning intentions and success criteria	Developing a shared understanding and a consistent approach in the classroom PL sessions made available for teachers	Timetabling of internal PL sessions Teachers to share expertise and model practice with others	Principal & Assistant Principal Foundation Coordinator Leadership team Teachers	Term 3	Evidence of trialling of learning intentions and success criteria in classrooms Draft document for DGPS detailing a consistent approach
Ongoing use and updating of the GradeXpert database to develop a cumulative record of each student and to inform planning	PL for teachers	After school PL	Principal & Assistant Principal All teaching staff	Ongoing throughout the year	GradeXpert training included in induction program for new staff GradeXpert database continually updated by staff

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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To provide a safe and engaging learning environment where the school values are integrated and visible in all aspects of school life.	Targets	Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students by 0.2 each year. Improve the Stimulating Learning score in both the Parent Survey to at least the lower 3rd quartile and the Student Attitudes to School Survey for Years 5 and 6 students by 0.2 each year.		
		12 month targets	Improve the Stimulating Learning score in both the Parent Survey to 6.03 and the Student Attitudes to School Survey for Years 5 and 6 to a mean score of 4.96.		
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
Differentiate the curriculum	Implement ongoing assessment to identify specific needs Teaching and learning strategies will enhance differentiation of the curriculum for all students	Teachers to analyse ongoing data using individual assessment Team planning to ensure individual student needs are met Literacy support and EAL small group teaching Extension maths sessions	Principal & Assistant Principal English Coordinator STEM Coordinator Teachers	Ongoing weekly planning	Work programs Progress towards achievement of targets ILPs
Continue to develop the use of ICTs, and in particular mobile devices, as tools for teaching and learning.	Continue Years 3- 6 1:1 iPad program Develop teacher capacity in use of ICTs	Conduct parent meeting. Teachers to attend PL led by ICT Coordinator & external consultants/conferences Focused techy breakfasts for teachers Effective classroom practice and change of pedagogy	Principal & Assistant Principal STEM Coordinator Multimedia Coordinator Teachers	Ongoing	Evidence in planning documents PDP evidence Copy of PL attended
Improve student leadership	Election of new school leaders School protocols to be drawn up Implement processes that give students a say in the decisions that affect their learning pathways Promote student voice	Junior School Council leadership program Sport Leadership program Years 5/6 Implementation of strategies from Lyn Watts PL Student leader participation at weekly Assembly	Principal & Assistant Principal JSC Coordinators PE Coordinator Year 6 Coordinator Teachers	Ongoing	Evidence in timetable/calendar Documentation of school protocols Attitude to Schools Survey Years 5 & 6

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Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To foster the growth of social competencies, self-esteem and connectedness through the development of a cohesive and sequential approach to student wellbeing				
	Targets	Improve the Social Skills score in the Parent Survey to at least the lower 3rd quartile.			
	12 month targets	Improve the Connectedness to Peers score in the Student Attitudes to School Survey for Years 5 and 6 students to a mean score of 4.70. Improve the Social Skills score in the Parent Survey to 5.80 Improve the Student Wellbeing scores in the Student Attitudes to School survey for Years 5 and 6 to mean score of 6.60 for Student Morale Improve the Transition scores in the Parent Opinion Survey to 6.15			
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
School values to be reflected in all school documentation and programs	Embed school values	Presentation at Assembly Newsletter information Teach and model school values Display of school values signage	Principal & Assistant Principal Principal Student Welfare Coordinator Student Welfare Team All staff and school community	Ongoing	School values visible throughout the school Work program Start Up program documentation Welfare PLT minutes
Update Restorative Practices P-6	Consistent approach to be used F-6	Staff PL in Restorative Practices Classroom resources to be audited	Principal & Assistant Principal Principal Student Welfare Coordinator Student Welfare Team All staff	Ongoing	Evidence of Restorative Practices strategies Yard duty diaries Formal meetings PL summary
Create guidelines for identifying, referring and supporting students at risk to be implemented	Document referral procedures for 'at risk' students	SOCS coordinator trained SSG meetings	Principal & Assistant Principal Principal SOCS Coordinator Teachers	Ongoing	Student data on SOCs Documentation of referral procedure
Transition programs continue to be enhanced and refined	Document internal transition program	Time provided for Foundation Coordinator to visit kinders Year 6 Transition Coordinator to liaise with secondary schools. Question and answer sessions to facilitate smooth transition between F-6 Kinder visits Implement internal transition program with an emphasis on Years 2-3 & 4-5	Principal & Assistant Principal Principal Leading Teacher Foundation Coordinator Year 6 Coordinator Teachers	Ongoing	Documentation of activities and processes used to enhance transition between classes. Year 5/6 students to have visited local secondary schools Documentation of Kinder visit notes
Meeting schedules to include regular	Continued work with year to year transition program and review process	Time provided for teachers to meet Foundation and Year 6 transition	Principal & Assistant Principal Principal	Term 4	Documentation on calendar

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exchange between year levels.	to ensure that it is relevant and having positive outcomes.	programs to be reviewed to ensure that it is still relevant and meeting the needs for the students and their families.	Level Coordinators		
			All teaching staff		

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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To build teacher capacity	Targets	Programs fully funded		
		12 month targets	Teachers to show at least two forms of evidence in their PDP which reflect improvement in best practice in writing		
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 knowledge and capacity through sharing classroom practice	Build staff capacity in Literacy	Equity funding budget \$13000 Time allocation Time release for teachers Organise internal PL sessions Organise for external consultants (Lyn Watts and Lisa Keskinen)	Principal & Assistant Principal Leadership team Business Manager	Terms 1-4	Programs adequately resourced PL budget – Lyn Watts & Lisa Keskinen CRT budget – observation & feedback sessions
Adequately resource teaching and learning programs	Build staff capacity in ICTs	Provide 1:1 iPads for teachers Provide internal PL/workshops for teachers Techy breakfasts	Principal & Assistant Principal Business Manager IT Technician	Ongoing	Purchase of ICT equipment, Apple TVs, software and school funded Air Watch safety net program PL summary Full participation in BYOD iPad program Years 3-6
Developing leadership capabilities of aspirant leaders	Building a distributive leadership model	Train teachers in VIT mentoring Mentors attend VIT mentor training Aspirants to attend PL Leadership mentoring and modelling Active participation in workforce planning and School Strategic Plan	Principal & Assistant Principal Leadership team Teachers Teacher Mentors	Ongoing	Teachers to show growth in their instructional practice Attendance at DGPS Annual planning conference - leaders Formulation of Distributive Leadership model for DGPS Roles and responsibilities spreadsheet

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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	
					Summary of equity funding
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	

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