2016 Annual Implementation Plan: for Improving Student Outcomes

3284

Mount Dandenong Primary School

2016

Based on Strategic Plan 2016-2019

## Endorsements

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| --- | --- |
| Endorsement by School Principal | Signed……………………………………….  Name………………………………………….  Date…………………………………………… |
| Endorsement by School Council | Signed……………………………………….  Name………………………………………….  Date…………………………………………… |
| Endorsement by Senior Advisor | Signed……………………………………….  Name………………………………………….  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 |
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| **Professional leadership** | **Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence |
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| **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 |
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| **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.

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| **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 |  |

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| **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. | |
| Having just completed a strategic review in 2015, we identified three key areas for improvement.  1 – Whole school improvement in learning growth with a focus on Spelling and Writing  2 – Implementation of a whole school approach to wellbeing  3 – Implementation of a student data tracking system with live reporting capabilities.  This AIP indicates the first year actions and targets for school improvement. | |
| **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** |
| Curriculum planning and assessment | * Build teacher and student confidence in utilising a range of assessment strategies to effectively plan for and assess teaching and learning. This will enhance student engagement in their learning within a differentiated curriculum by stimulating and challenging all student. |
| Building practice excellence | * To research and implement an effective writing approach from Prep to 6. * A focus on teaching that makes learning purposeful, relevant and meaningful |

Annual Implementation Plan: for Improving Student Outcomes

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| **ACHIEVEMENT** | |  | | | | | |
| **Goals** | **[insert from SSP]**  To improve student learning growth in all curriculum areas, with a focus on Literacy (writing and spelling) | **Targets** | | **[insert from SSP]**   * For the majority of students to show one year’s growth across the curriculum including writing and spelling. * For the NAPLAN results to show medium growth of 50% or above and high growth of 25% or above * To show improvement across all areas on both NAPLAN and VELS student data  |  |  |  |  | | --- | --- | --- | --- | | **Ausvels Dimension** | p-6 MDPS – mean 2015 | p-6 State – mean 2015 | p-6 Region – mean 2015 | | Reading and viewing | 2.74 | 2.55 | 2.69 | | Speaking and listening | 2.58 | 2.44 | 2.57 | | Writing | 2.51 | 2.37 | 2.51 | | Number | 2.56 | 2.43 | 2.59 |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **NAPLAN - Mean** | **Y3 2015 - MDPS** | **Y3 2015 - State** | **Yr 5 2015 - MDPS** | **Yr 5 2015 - State** | | **Reading** | **466.5** | **421.2** | **482.8** | **484.6** | | **Numeracy** | **410.6** | **394.5** | **496.9** | **481.7** | | **Grammar and punctuation** | **449.8** | **424.4** | **469.9** | **485.4** | | **Writing** | **433.8** | **412.8** | **478.9** | **467.9** | | **Spelling** | **397.1** | **401.1** | **487** | **480.7** |   Comparison of student data of SA spelling results from Dec 2015 to determine individual growth over 2016 | | | |
| **12 month targets** | |  | | | |
| **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** |
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| Build teacher and student confidence in utilising a range of assessment strategies to effectively plan for and assess teaching and learning. | * All staff will implement the MDPS spelling approach * Restructure PLT’s to data sharing and analysis * Spelling focus will be included in staff PDP’s * Allocate 1 hour per week of non face to face time to dedicated team planning. | | * Investment in GradeXpert * Assessment calendar implemented. * A component of PLT sessions is allocated to data sharing and analysis * Non face to face time will be dedicated to team planning | | Mike  Mike and Anni  Mike and Anni to lead PLT team  All staff | February 2016  February 2016  March 2016  February 2016 | * All student spelling and reading data is uploaded to GradeXpert according to the assessment calendar * All staff will utilise SA spelling test and SWST * PLT minutes reflect discussions about student data * Professional learning on use of GradeXpert has taken place * Team planning is timetabled and is reflected in staff planners |
| To research and implement an effective writing approach from Prep to 6. | * Establish a working party on writing * The working party will assess the current status of the writing program. * The working party will research best practice through professional reading and visit other schools * The working party will present the research to the staff and involve staff in the decision making process. * Document a draft instructional model/approach * Implementation is planned for term 1 2017 | | * Budget allocation of $2000 for research, implementation and resources. * Key personnel identified. * Working party investigate and present options to staff at timetabled PL sessions * PL is planned for all staff for implementation in 2017. | | Working Party  TBA in January 2016 | June 2016 – party established. Current status determined  Dec 2016 Program decided on and Pl planned for 2017.  PL ongoing. | * Working party established * Research concluded and options considered. * Resources purchased * Program and PL is ready for rollout in January 2017 * Some staff members have trialled components of a successful writing program. |
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| **ENGAGEMENT** | |  | | | | | |
| **Goals** | **[insert from SSP]**  To improve student motivation and engagement in their learning. | **Targets** | | **[insert from SSP]**   * For MDPS to have a reporting system that gives live data and information to all families as assessments are conducted. * For students to be engaged and enthusiastic in the whole school writing program. * For the Student Attitudes to School Survey to show improved outcomes in the Teaching and Learning component.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2015** |  | school | region | state | | **Teaching and Learning** | Learning Confidence | 3.88 | 4.18 | 4.15 | | School Connectedness | 4.14 | 4.41 | 4.39 | | Stimulating Learning | 3.78 | 4.15 | 4.14 | | Student Motivation | 4.28 | 4.57 | 4.56 | | Teacher Effectiveness | 4.06 | 4.42 | 4.41 | | Teacher Empathy | 4.11 | 4.44 | 4.43 |  * For parents representatives from each class to participate in the parent helpers program. * For the parent opinion survey to demonstrate improved outcomes in the student engagement component.  |  |  |  |  | | --- | --- | --- | --- | | **Student Engagement POP - 2015** | **School** | **School Type** | **State** | | Connectedness to Peers | 5.88 | 5.91 | 5.85 | | Student Motivation | 5.71 | 5.77 | 5.59 | | Social Skills | 5.92 | 5.83 | 5.74 | | School Connectedness | 5.78 | 5.95 | 5.76 | | | | |
| **12 month targets** | |  | | | |
| **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** |
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| A focus on teaching that makes learning purposeful, relevant and meaningful | * Build on staff capacity around high expectations and aspirations of students | | Attendance at Glen Pearsal PL as part of DR PL network.  Staff attend further sessions about precision teaching during 2016.  Peer observation is focussed on precision teaching tactics.  Professional reading is discussed at PLT’s  Discussions about student data and expectations at PLT  Staff will explicitly plan the LI and SC | | All staff | Ongoing | * LI and SC clearly displayed and articulated to students and evident in team planners. * Teachers deeply consider the purpose and expected outcomes of each lesson. * Students are able to indicate the purpose of any given lesson and how they can be successful. * Staff use precision teaching techniques to enhance student understanding and motivation. * Staff PDP show clear link to teacher tactics. |
| Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students | * Identify point of need for all students through regular assessment practices * Discuss and analyse student achievement data at PLT’s * Directly link strategies to staff and principal PDP * Implement a parent helper course to support student learning | | * An assessment calendar is created. * Staff use assessment tasks to plan teaching tasks at point of need. * Staff PDP process will include student achievement goals related to spelling and reading data * A working party is identified to investigate and consider student tracking software * Investigation occurs of reporting and student tracking programs | | * Mike and Anni * All staff * Mike and staff * Working Party TBA in January 2016 | * February 2016 * All year * Start mid and end of year * February * December | * Assessment calendar is created and used by all teachers * Staff planning indicates planning for point of need * PDP’s show clear student achievement goals in key areas * A working party has been established and has researched student tracking software. |
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| **WELLBEING** | |  | | | | | |
| **Goals** | **[insert from SSP]**  **To enhance the wellbeing of all students in the school.** | **Targets** | | **[insert from SSP]**   * To have a clearly articulated whole school approach to wellbeing. * To show consistent growth in the student wellbeing and relationships component of the Student Attitudes to School Survey.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2015 Wellbeing - ATSS** |  | school | region | state | | Student Morale | 5.33 | 5.76 | 5.73 | | Student Distress | 5.78 | 6.00 | 5.95 | | School Connectedness | 4.14 | 4.41 | 4.39 |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Parent Opinion Survey* | *School Connectedness* | *5.78* | *5.95* | *5.76* | | | | |
| **12 month targets** | |  | | | |
| **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 the partnership between staff, students and parents to share responsibility for student wellbeing. | * Establish a working party on wellbeing that will research our current status via use of data sources. * Research best practice through professional reading and visit other schools * Document wellbeing model/approach * Implementation is planned for term 1 2017 * Implement a student tracking system that tracks student welfare issues effectively and highlights support, programs and strategies put in place to support those students that require support. * Improve understanding of student wellbeing through termly student surveys and focus group discussions. | | * Budget allocation of $2000 for research, implementation and resources. * Key personnel identified. * Working party investigate and present options to staff at timetabled PL sessions * A working party is identified to investigate and consider a student welfare program. * A student tracking software program is chosen and implemented for use in 2017 | | Working Party  TBA in January 2016  Working Party for student data. TBA in January 2016  Wellbeing Data – Mike and Anni. | Data collection, collation and sharing each term.  Current status identified by June.  New program/approach considered and decided on by Dec 2016 | * Working party established * Research concluded and options considered. * Resources purchased * Data analysis of student wellbeinh has bben conducted. * Program is ready for rollout in January 2017 * Student tracking system is ready for rollout in 2017. |
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| **PRODUCTIVITY** | |  | | | | | |
| **Goals** | **Increase the capacity of the school to function as a strategic organisation** | **Targets** | | **[insert from SSP]**   * To successfully allocate funding each year of the strategic plan to achieve the outcomes for all three strategic priorities. * To have effective timetabling to ensure professional learning is allocated to whole school strategic priorities. * For staff to have strategic priorities linked to their PDP process. | | | |
| **12 month targets** | |  | | | |
| **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** |
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| For appropriate funding resources and personnel to be allocated to support whole school improvement in assessment, writing and wellbeing goals**.** | * Build the capacity of school leaders to develop and implement strategies for transformation * All staff to develop a clear statement of the responsibilities of their role in school improvement that links directly to wellbeing, writing or data tracking and identify success criteria via their PDP process. * Budget has been allocated to all components of the AIP to resource teacher time, PL and other resources. | | * Identify a leader of each working party * Each staff member will identify the success criteria attached to their role in school improvement * PDP process will include each staff members role in the school improvement process. * Each term the AIP and Strategic plan will be monitored for progress. * Each working party will provide feedback to staff each term about their process. * Monitor the status of the AIP and strategic plan with staff and school council * Team leaders offered opportunity to participate in DR network leadership PL * Leading teacher participate in Bastow unlocking potential program. | | * Mike and Anni * All staff * Mike and staff * Each working party | Jan 2016  February 2016  Each term  Each term | * Staff have clear understanding of their role in the school improvement agenda. * PDP’s include school improvement component * Timetabled sessions are provided for working party feedback. * Each working party will present data and finding to the staff during each term. |
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**Monitoring of** Annual Implementation Plan: for Improving Student Outcomes

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| **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** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  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| **ENGAGEMENT** | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
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| **WELLBEING** | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
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| **PRODUCTIVITY** | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
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Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. 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