

2016 Annual Implementation Plan: for Improving Student Outcomes

4931

ALTONA NORTH PRIMARY SCHOOL 2016

Based on Strategic Plan 2012 TO 2016

Endorsements

Endorsement by School Principal	Signed: Name: Robyn Gregson Date.....
Endorsement by School Council	Signed: Name: Wayne Berryman Date.....
Endorsement by Senior Advisor	Signed: Name: Judy Maguire 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>Altona North PS is a low socio –economic, multi-cultural school with an SFO of 0.69 in 2016. The importance of developing a strong and inclusive community to engage students. Due to our diverse multi-cultural climate and many family backgrounds, a common language and our high expectations are essential to ensure a safe and supportive learning environment for the whole community.</p> <p>The EAL and Transience (in & out) data requires addressing to enable accurate assessment. Currently the EAL component is 54% and the Transient students is 15.5 %</p> <p>Another area of consideration in the 5% of students who are PSDMS funded. This then clarifies the learning gain data for consistent students.</p> <p>Through strengthening these focus areas ANPS aims to :</p> <ul style="list-style-type: none"> ➤ Achieve improved student learning gains in Literacy and Numeracy from P to 6 using the measurements of English On Line, Maths On Line, On Demand and NAPLAN data. (Consistent with the ANPS Assessment Schedule). ➤ Strengthen staff practice and middle leadership to develop a strong culture of curriculum leadership and coaching to help each other and students to monitor their own learning and collaborate with others to improve student learning gains. ➤ To build positive relationships with families and work with them to foster positive social behaviours. ➤ Further support students' health and well-being through developing community based supports to address health issues and proactively provide preventative health supports to give students the opportunity to enhance learning gains. 	
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	<ul style="list-style-type: none"> • Develop leadership capabilities across the school to enable improvement in student learning gains. • To develop teachers' and ES staffs' instructional practices through coaching and mentoring. • Teacher and ES staff knowledge of student speech and language patterns that effect literacy learning gains programmed into Speech Therapist's times and staff meetings. • Build capacity of teachers to incorporate ELearning into their daily classroom practice. • Generate cohesion and commitment for the school's vision, values, curricula and teaching methodologies.

Curriculum Planning and Assessment	<ul style="list-style-type: none">• Build capacity to cater for individual difference through the embedding of personalised learning and differentiation.• Embed the capacity to cater for inclusion and individual difference through the embedding of personalised learning and differentiation.• Review and realign school to the Victorian Curriculum.
Setting Expectations and Promoting Inclusion	<ul style="list-style-type: none">• SWPB leadership capabilities built to enable improvements in student learning gains.• The development of SWPB expectations and common language used by all students and staff heading into community awareness.• Instructional practice of Literacy and Numeracy coaching embedded in practice across all areas of the school.• To develop a sustainable Buddy System.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	During the duration of this plan ANPS will improve literacy and numeracy from Prep to 6 as stated in the targets.	Targets	<p>All staff actively using data sets. By 2017; Teacher Assessment against Victorian Curriculum standards will indicate students to be at or above in:</p> <ul style="list-style-type: none"> -reading and viewing – Prep maintained 100% <ul style="list-style-type: none"> - G1 maintained 100% - G2 from 92% to 100% - G3 from 70% to 80 % - G4 from 75% to 85% - G5 from 81.2% to 90% - G6 from 79.4% to 90% -writing – Prep maintained 100% <ul style="list-style-type: none"> - G1 from 93.7% to 100% - G2 from 92% to 100% - G3 from 55% to 70% - G4 from 81.3% to 90% - G5 from 78.1% to 90% - G6 from 79.5% to 90% -speaking and listening – Prep maintained 100% <ul style="list-style-type: none"> - G1 maintained 100% - G2 from 92% to 100% - G3 from 65% to 80% - G4 from 90.6% to 100% - G5 from 84.4% to 95% - G6 from 88.2% to 100% -measurement and geometry – Prep maintain 100% <ul style="list-style-type: none"> - G1 from 95.5% to 100% - G2 from 72.9% to 85% - G3 from 55.6% to 70 % - G4 from 75% to 90% - G5 from 68.4% to 80% - G6 from 75.7% to 90% -number and algebra – Prep maintained 100% <ul style="list-style-type: none"> - G1 from 91.7% to 100% - G2 from 80.6% to 90% - G3 from 55.5% to 70% - G4 from 75% to 85% - G5 from 73% to 85% - G6 from 59.5% to 70% -statistics and probability – Prep maintained 100% <ul style="list-style-type: none"> - G1 from 91.3% to 100% - G2 from 83.3% to 95% - G3 from 66.7 to 80% - G4 from 72.2% to 85% - G5 from 75.7% to 85% - G6 from 86.5% to 100% <p>On Demand Adaptive Testing Data grade 3-6 will indicate a 12 month growth in:</p> <ul style="list-style-type: none"> -reading and viewing -writing -number and algebra <p>English On Line Data will indicate a 12 month growth in:</p> <ul style="list-style-type: none"> -reading -writing -speaking and listening <p>Maths On Line will indicate a 12 months growth in:</p> <ul style="list-style-type: none"> -Number 		
		12 month targets			
KIS	ACTIONS:	HOW	WHO	WHEN	SUCCESS CRITERIA:

	what the school will do	the school will do it (including financial and human resources)	has responsibility	timeframe for completion	Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop leadership capabilities across the school to enable improvement in student learning gains.	<p>Provide professional development based on the new Victorian Curriculum</p> <p>CRT replacement to visit network schools to look at best practices to enhance the schools guaranteed and viable curriculum.</p> <p>All Units to meet with coach twice a term to track, moderate and analyse student data and apply the knowledge into personalised planning for students.</p>	<p>PD Budget (equity)</p> <p>CRT replacement</p> <p>Coach provided dedicated time to meet with teams and individuals</p>	<p>Principal / AP</p> <p>Coach / Consultant</p>	Dec 2016	<p>All teaching staff using the Student Management Tool to track and analyse assessment data including English and Maths On Line, On Demand Adaptive and NAPLAN.</p> <p>All Units to have met with coach twice a term and have analysed the data to identify where students are at along the learning continuum using the Victorian Curriculum standards, the growth they have made, identified the learning needs of students and incorporated this knowledge into planning.</p> <p>Teacher assessment targets reached by the end of 2016.</p>
To develop teachers' instructional practices through coaching and mentoring.	<p>Coach to meet with Units, teams and individual staff to lead staff through instructional learning (the Gradual Release of Responsibility Model), mentoring and reflective practices</p> <p>Peer observations and feedback on numeracy and literacy teaching and learning timetabled.</p> <p>Review the planning documents' including scope and sequences, overviews and weekly planning documents and realign with Victorian Curriculum.</p>	<p>Timetabled unit times one hour weekly.</p> <p>Curriculum Leaders meetings timetabled fortnightly.</p> <p>Peer coaching and mentoring time timetabled.</p>	<p>Coach / Consultant</p> <p>Principal /AP /Coach</p>	Dec 2016	<p>Data sets reflect learning gains in all students' learning outcomes. Measured through:</p> <p>Teacher assessment through the Victorian Curriculum</p> <p>On Demand adaptive</p> <p>English and Maths On Line</p> <p>NAPLAN</p>
Teachers' and ES staff's knowledge of students' speech and language patterns that effect literacy learning gains programmed into Speech Therapist's times and staff meetings.	<p>Speech therapist timetabled to work with individual and groups of students in need.</p> <p>Speech therapist timetabled to work in classrooms and with Unit teams in P-2 areas modelling literacy based speech programs and tools.</p> <p>Provide meetings twice a term for ES support staff with Speech Therapist to develop skills in literacy based speech lessons.</p> <p>ES Staff to apply literacy based learning to support individual students and small groups of students within classrooms.</p>	<p>Speech budget (equity)</p> <p>Professional development budget</p> <p>Meeting allocations times</p> <p>ES staff specific meeting times</p> <p>Resources</p>	Speech Therapist	Dec 2016	<p>Improved Literacy in areas of:</p> <p>Speaking and listening</p> <p>Writing</p> <p>Spelling</p> <p>Reading</p> <p>As measured by Teacher Assessments against Victorian Curriculum standards, On Demand, Early Years and NAPLAN.</p>
Build capacity for teachers to incorporate ELearning into their daily classroom practice.	ELearning leader and team established to continue leading the finalising of the school's ELearning accreditation.	<p>ELearning Leader and Team established</p> <p>ELearning team members selected based on ITC skill level.</p> <p>ELearning team peer coaching with teachers within classrooms.</p> <p>ITC consultant working with ELearning team and teachers</p>	<p>ELearning Leader and ELearning Team.</p> <p>ITC consultant</p>	<p>Ongoing</p> <p>By end of 2016</p>	ELearning accreditation completed.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve the internal learning transitions of students as they move through key points of the school	Targets	By the end of 2016 Staff and Parent Opinion surveys will show an At or Above state mean score for the transitional variable, role clarity and connectedness to school.		
		12 month targets	<ul style="list-style-type: none"> • Documented transition policy between grades. • Learning continuum in place • Mapping of students learning growth to be re-established in "Room to Move" 		
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 capacity to cater for individual differences through the embedding of personalised learning and differentiation.	All Units to meet with coach twice a term to track, moderate and analyse student data and apply the knowledge into personalised planning for students.	Coach provided dedicated time to meet with teams and individuals.	Coach	Ongoing	Student Safety data moving from the first quartile to the second quartile
	Begin to develop students' understanding of how to be involved in interviews. Trial interviews involving students with parents and teachers	Teachers develop students' understandings and skills in sharing of portfolios and reports. Newsletters and information letters	AP and teachers	June 2016	Parent Opinion Survey maintains Reporting in the fourth quartile
Develop a sustainable Buddy System	Buddy Teams will develop protocols and systems to be used across the school.	Buddy Team meet twice a term to develop and share protocols and systems, and to track and monitor..... Staff meeting time allocation	Buddy team	End of term 2	Working Buddy groups embedded across the school.

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WELLBEING					
Goals	To improve student Wellbeing through the development of a SWPB program	Targets	Full school wide implementation of School Wide Positive Behaviours		
		12 month targets	All teachers using agree positive language and using positive anchor charts and positive behaviour expectation matrix.		
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
Provide the first stages of a strong and defined SWPB program.	Implementation o the SWPB program. Schedule SWPB meeting schedule. SWPB team to step whole staff through addressing areas of improvement as addressed in School Wide evaluation data for further improvement of understanding.	Staff meeting PD Staff training (equity) School wide evaluation tool	SWPB team	Ongoing	SWPB matrix completed in term 1. Anchor charts strategically placed in all classrooms and designated areas of the school. Student safety to be in both the second percentile of: Attitudes to School Survey and Parent Opinion Survey.

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PRODUCTIVITY					
Goals		Targets			
		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
Generate cohesion and commitment for the school's vision, values, curricula and teaching methodologies.	All teachers' PDPs will include linear sight goals. All teachers' PDPs will focus specifically on achievement.	Professional Development in PDP writing Provision of coaching Staff Meeting time Unit time	Principal and Assistant Principal	Nov 2016	All PDP' will include specific development areas of the schools vision and values, curricula development and achieved learning in their teaching methodologies.

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		