

# 2016 Annual Implementation Plan: for Improving Student Outcomes

## Mount Martha Primary School 2016

Based on Strategic Plan 2016-2019

### Endorsements

Endorsement by School Principal	Signed..... Name Martin Page Date 9 <sup>th</sup> June 2016
Endorsement by School Council	Signed..... Name Samantha Abbas Date 9 <sup>th</sup> June 2016
Endorsement by Senior Advisor	Signed..... Name Dennis Pratt Date.....

- 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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> 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.

### 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:

## 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	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	✓
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	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><b>Following Peer Review in 28<sup>th</sup> November 2015, Mount Martha Primary School is currently finalising its 2016-2019 School Strategic Plan in Term 1 2016. This plan may be changed once strategic plan approval is obtained.</b></p> <p><b>School Review identified the following areas for improvement:</b></p> <p>That while student achievement in English and Mathematics was at statewide levels there was the potential for further gains and improvement. In particular there was a need to improve pedagogy to meet the needs of high achieving students with the school generally showing low levels of high learning gain for these students across all domains.</p> <p>Teacher judgments of student performance showed that teachers tended to rate most students a "C". It was clear that there was a mismatch between teacher judgments and other assessments of student achievement.</p> <p>The school is using the SPA program as a means of tracking student achievement but it is not being used to its full potential. The development of a comprehensive and consistent approach to assessment to identify individual student's point of learning and monitor their achievement at an individual and cohort level is required as a key strategy to meet the needs of all learners and to promote the learning of high achieving students. Staff expertise in data analysis and determining zone of proximal development to plan and implement programs for student learning is a key strategy for improvement across all areas</p> <p>The introduction of school wide pedagogy in writing is beginning to show positive effect. Continued development of consistent pedagogy initially in Spelling and Grammar, Reading and Mathematics and expansion into other areas of the curriculum is a key focus.</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
<b>Development of consistent pedagogy.</b>	<ul style="list-style-type: none"> <li>Further and ongoing implementation of the selected learning programs to further improve Literacy results- VCOP/Big Write and CAFÉ Reading. Further trial and evaluation of Spelling and Grammar programs eg SoundWaves</li> <li>Further and ongoing implementation of the Nadia Walker approach and Mathletics to further improve Numeracy results.</li> <li>Target resourcing of professional development to build collective teacher efficacy</li> <li>Implement a system of mentoring and feedback to teachers on their practice providing challenge and support strategies to improve.</li> </ul>

	<ul style="list-style-type: none"><li>• Evaluation of consistent evidence-based inquiry learning models and subsequent professional learning program.</li><li>• The current level and use of ICT within the teaching programs to be maintained with an outlook to development of areas such as “coding”.</li></ul>
<b>Data analysis to meet the needs of individual students</b>	<ul style="list-style-type: none"><li>• Further expansion of the use of the school’s data tracking platform, SPA, to plan for student learning.</li><li>• Through provision of time and professional development, team leaders trained in high level data interpretation, analysis and implementation of findings.</li><li>• Build capacity of staff through professional development, mentoring and coaching to use and analyze data as a tool to define and implement point of need teaching.</li><li>• Team meeting focus on the high level student learning outcomes.</li><li>• Evaluation of suite of assessment data with multiple sources of data eg PAT testing collected and analyzed using the SPA tool to improve learning.</li><li>• A personalized and individualized learning focus for all students within their zone of proximal development to be clearly set for each student.</li><li>• Provision of strategies for Goal setting and feedback to students.</li></ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve Student Learning Outcomes	Targets	<p><b>[insert from SSP]</b>                      By 2018 30% of students achieve high levels of relative growth in all domains of NAPLAN as evidenced by the relative gain charts in NAPLAN.</p> <p>By 2018 40% of students achieve an "A" or "B" at all levels and all domains of literacy and numeracy as evidenced by teacher judgments.</p> <p>By 2018 all planning documents reflect the use of multiple sources of data to plan for and support student learning</p> <p>By 2018 all planning documents show clear links to individual learning intentions with high learning expectations.</p>		
		12 month targets	<p>By 2018 25% of students achieve high levels of relative growth in all domains of NAPLAN as evidenced by the relative gain charts in NAPLAN.</p> <p>By 2018 35% of students achieve an "A" or "B" at all levels and all domains of literacy and numeracy as evidenced by teacher judgments.</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
<b>English</b>	<ul style="list-style-type: none"> <li>Further and ongoing implementation of the selected learning programs to further improve Literacy results- VCOP/Big Write and CAFÉ Reading. Further trial and evaluation of Spelling and Grammar programs eg SoundWaves</li> </ul>	<ul style="list-style-type: none"> <li>Target resourcing of professional development to build collective teacher efficacy</li> <li>Implement a system of mentoring and feedback to teachers on their practice providing challenge and support strategies to improve.</li> <li>Learning program approaches evident in planning documentation</li> </ul>	Principal Class Leading Teacher-English Year Level Pedagogy leaders Teachers	VCOP/Big Write/CAFE -end of 2016 Spelling and Grammar- end of 2017	Improved student learning outcomes in English Observed consistency of practice in all classrooms. Year level meeting minutes reflect discussion and action. Number of teacher participants in coaching and mentoring Professional development undertaken
<b>Maths</b>	<ul style="list-style-type: none"> <li>Further and ongoing implementation of the Nadia Walker approach and Mathletics to further improve Numeracy results.</li> </ul>	<ul style="list-style-type: none"> <li>Target resourcing of professional development to build collective teacher efficacy</li> <li>Implement a system of mentoring and feedback to teachers on their practice providing challenge and support strategies to improve.</li> <li>Learning program approaches evident in planning documentation</li> </ul>	Principal Class Leading Teacher-Mathematics Year Level Pedagogy leaders Teachers	End of 2016 and ongoing	Improved student learning outcomes in Mathematics Observed consistency of practice in all classrooms. Year level meeting minutes reflect discussion and action. Number of teacher participants in coaching and mentoring Professional development undertaken
<b>Personalisation of learning</b>	<ul style="list-style-type: none"> <li>A personalized and individualized learning focus for all students within their zone of proximal development to be clearly set for each student.</li> </ul>	<ul style="list-style-type: none"> <li>Further expansion of the use of the school's data tracking platform, SPA, to plan for student learning.</li> <li>Build capacity of staff through professional development, mentoring and coaching to use and analyze data as a tool to define and implement point of need teaching.</li> <li>Team meeting focus on the high level student learning outcomes.</li> <li>Evaluation of suite of assessment data with multiple sources of data eg PAT testing collected and analyzed</li> </ul>	Principal Class Leading Teachers Year Level Pedagogy leaders Teachers	Assessment review by end of 2016 . Coaching/mentor-initial implementation by end of 2016 SPA PD 2016	Professional development undertaken in data analysis including SPA assessment tracker. Documentation of assessment suite including student goal setting and feedback Number of teacher participants in coaching and mentoring Staff Opinion Survey results in teacher efficacy scales. Planning documents show clear links to individual learning intentions with high learning expectations.

		<p>using the SPA tool to improve learning.</p> <ul style="list-style-type: none"><li>• Provision of strategies for Goal setting and feedback to students.</li><li>• Use of ICT</li><li>• Learning program approaches evident in planning documentation</li></ul>			

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT						
Goals		To improve student engagement.	Targets	By 2018 Teaching and Learning measures in the student attitude to school survey show levels are above state average (currently 4.15) By 2018 School Connectedness measures are above state average		
			12 month targets	By 2018 Teaching and Learning measures in the student attitude to school survey show improvement. By 2018 School Connectedness measures show improvement.		
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
<b>Programs</b>	Ongoing implementation of You Can Do It and KidsMatter programs, students and staff have developed awareness of strategies that underpin learning.	Regular Professional Learning opportunities with meeting schedule Kidsmatter team meetings to coordinate approaches Classroom activities and lessons Parent Information forums		Principal Class Leading Teacher-Wellbeing Year Level Pedagogy leaders Teachers	Ongoing	Number of Kids Matter components completed. Planning documents reflect You Can Do It implementation in classrooms. Improvement in Teaching and Learning and School Connectedness Measures in Attitude to School Survey
	Continuing investigation and development of anti-bullying strategies including cyber bullying.	Classroom and ICT specialist activities and lessons		Principal Class Leading Teacher-ICT Year Level Pedagogy leaders Teachers	Policy Review by end of 2016	Planning documents reflect anti bullying./cyber bullying implementation in ICT and classrooms.
	Development of student voice in the school community	Student voice developed through an active SRC with class level representatives attending regular meetings and sharing ideas about school activities and potential improvements. All Year 6 students have a leadership role assisting in the operation of the school in both special events and ongoing programs. Opportunities for all year levels to participate in school and community projects/events.		Principal Class SRC Coordinators Year Level Pedagogy/Admin leaders Teachers	Ongoing	SRC Minutes and activities reflect greater involvement. Number and range of events/projects
<b>Pedagogy</b>	Enhancing student voice through consistent implementation of personalized learning strategies to engage students and teach to their individual point of need.	Student voice to become an integral part of all learning programs. Student voice in learning enhanced through greater personalization of learning including clear learning intentions strategies, and self, peer and teacher assessment. Ongoing professional development including mentoring and coaching to enhance personalised learning for all students		Principal Class Leading Teachers Year Level Pedagogy leaders Teachers	Ongoing	Planning documents reflect student voice and greater personalisation of learning . Improvement in Teaching and Learning and School Connectedness Measures in Attitude to School Survey
	The implementation of a well-resourced program in ICT at both a specialist and classroom level has enhanced engagement and learning for all students. Continued development of physical environment	Staff development of skills in ICT and its use as an engagement tool. Classroom implementation.		Principal Class Leading Teacher-ICT Year Level Pedagogy leaders Teachers	Ongoing	Planning documents in ICT and classrooms r effect improved use of ICT.

# Annual Implementation Plan: for Improving Student Outcomes



<b>WELLBEING</b>					
<b>Goals</b>	To enhance student wellbeing.	<b>Targets</b>	<ul style="list-style-type: none"> <li>• Using the Staff Opinion Survey: To improve the scores in School Climate particularly the Parent and Community Involvement Component and School Leadership (Parent and community Involvement, Engagement and Community Outreach variables to above the state average</li> <li>• Using the Parent Opinion survey: The Transitions and General Satisfaction variables to be sustained at above state average by the end of the strategic plan.</li> <li>• Using the Attitude to School survey: The Student relationship and Wellbeing variables be sustained above state average.</li> </ul>		
		<b>12 month targets</b>	Results of target variables in all surveys show improvement.		
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
<b>Parent and community involvement</b>	<p>Communication with the school community around school practices and programs be further developed.</p> <p>Offering opportunities for parents to be involved in their child's education through promotion of class and school events, PTA and School Council.</p>	<p>Increased use of web based and other technology eg SMS, blogs for communication.</p> <p>Ongoing opportunities for parent and community involvement in school programs and events</p>	Principal Class Staff School Council PTA	Further refinement of e communication by end of 2016. Ongoing	Improved parent opinion survey results. Attendance at events and activities
<b>Programs and support</b>	<p>Implementation of a common and consistent approach in wellbeing. ie Kids Matter, You Can Do It</p> <p>A whole school approach is used to support programs and management of wellbeing and behaviour issues.</p> <p>Individual student needs are recognized and individual plans developed and implemented to support social and emotional needs.</p>	<p>Staff participate in ongoing, targeted professional learning opportunities.</p> <p>Additional structured and unstructured activities are provided to support and develop student wellbeing</p> <p>Continuing investigation and development of anti-bullying and strategies including cyber bullying</p> <p>DET policies and approached are used to support staff wellbeing.</p>	Principal Class Leading Teacher-Wellbeing Year Level Pedagogy leaders Teachers	Ongoing	Improved staff and student surveys Number and type of recorded incidents

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals		Targets	Development of current and new stimulating and safe teaching spaces that enhance student learning and pedagogical approaches while meeting the need for additional student accommodation requirements. Provided resourcing for implementation of an effective coaching and feedback process. Provision of time to develop leadership capacity. Target Professional development to support goals and strategies of strategic plan. By 2018 Staff opinion survey shows high levels of collaboration and teacher effectiveness.  Timetables and meeting schedules to clearly reflect time allocated for teaching and learning discussions.		
		12 month targets	Completion of 2016 facilities/equipment priorities Launch of program and participation of Leading teachers and year level leaders in coaching/mentoring Professional development activities meet identified needs.		
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
Finance	Funds allocated to meet strategies identified in the strategic plan.	Clearly defined and implement Program budget process. Strategic financial management of school resources	Principal Class Business Manager School Council	Ongoing Budget process Term 4 2016	Program budget monitoring
Facilities	Through effective financial management, the school continue to improve its facilities to enhance student learning. Eg building program, ICT plan	To explore the need for additional learning spaces to accommodate additional enrolment.	Principal Class School Council	Ongoing Review of facilities requirements Term 3 2016	Observed quality of facilities. Staff and parent opinion surveys
Shared and common purposes and Professional Development	Ensure that all staff are engaged in the implementation of the Strategic Plan.  Target resourcing of professional development to build collective teacher efficacy	Implement a system of mentoring and feedback to teachers on their practice providing challenge and support strategies to improve. Through provision of time and professional development, team leaders trained in high level data interpretation, analysis and implementation of findings Build Leading Teacher capacity to support teams and teachers to improve teaching and learning across the school.	Principal Class Leading Teachers Team Leaders Staff	Term 1 2016 review of PD needs for year  Term 3 2016 planning for 2017	Range of PD undertaken. Extent of alignment of PD with Strategic Plan. Planning documents and observed approaches in classrooms indicated greater and more sophisticated use of data. Meeting schedule and timetable reflect greater time for development of teaching and learning.



# 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	