

2016 Annual Implementation Plan: for Improving Student Outcomes

4812

Avondale Primary School
2016



Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed: Name: Paul Mulroyan Date:
Endorsement by School Council	Signed: Name: Caroline Huseinovski 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:

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.

This growing school needs to develop an explicit P-6 curriculum that maps the educational journey of students from Prep to Year 6. This curriculum needs to be explicit at the whole-school, team and classroom levels.

The school also needs to further develop and strengthen assessment practices both formative and summative to better inform our planning and teaching practices. Our assessment practices also need to show teachers the individual growth of student learning.

To further embed moderation within and between teaching teams to improve the assessment of student learning particularly in literacy and numeracy.

To provide professional development for teachers in how to interpret assessment data and identify individual students strengths and weaknesses to better inform future teaching and learning.

To identify common assessment tools which can be embedded across the school.

For PLTs to improve student learning through a greater use of moderated assessment data to inform planning and teacher practice.

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

Avondale Primary will develop an explicit P-6 curriculum that maps the educational journey of students from Prep to Year 6. This curriculum needs to be explicit at the whole-school, team and classroom levels.

The school will further develop and strengthen assessment practices both formative and summative to better inform our planning and teaching practices. Our assessment practices will be for, as and of student learning and show teachers the individual growth of student learning.

1. The school will develop a visible and viable P-6 curriculum based upon the new Victorian Curriculum.
2. Share results of student assessment activities common to the team's grades to identify the range of student achievement and inform curriculum planning
3. To professionally develop staff so they may better deliver a differentiated curriculum program to meet the specific needs of each student.
4. To identify students at risk in Literacy and Numeracy and develop intervention support programs to lift standards.
5. To increase opportunities for student leadership both within class and across the school.

Building Leadership Teams

Avondale Primary will strengthen the capabilities of the leadership teams in developing the school curriculum and using assessment evidence to inform their decision making.

- Strengthen the role of Curriculum Teams and PLTs in collecting and assessing evidence of student progress
- PLT members to develop curriculum plans that meet the differentiated needs of students
- PLT teams to analyse assessment data and moderate student work samples to identify students strengths and weaknesses and guide future teaching and learning.

- Develop and document a more structured approach to summative assessment practices to inform planning.
- Develop Curriculum and Professional Learning Teams that address four critical questions:
 1. What do we want our students to learn?
 2. How do we know if they have learnt it?
 3. What do we do if they haven't learnt it?
 4. What do we do if they already know it?

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ACHIEVEMENT					
Goals	To continue to build a learning community that respects learners, acknowledges effort and rewards achievement.	Targets	To reduce the percentage of students in matched cohort growth with low relative growth in reading, writing and numeracy to below 20%. To increase the percentage of students in matched cohort growth with high relative growth in reading, writing and numeracy to above 35%		
	To maximize students achievement in literacy and numeracy. <i>Taken from SSP 2015-18</i>	12 month targets	PLT develop records showing student progress in Reading, Writing and Numeracy The school will have developed a viable curriculum plan and assessment schedule in line with the Victorian Curriculum		
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
The school will develop a visible and viable P-6 curriculum based upon the new Victorian Curriculum	Audit current practices Develop a P-6 Curriculum in line with the new Victorian Curriculum. This will be led by the curriculum teams and reported to staff regularly	Team Leaders and curriculum teams will implement this initiative Schedule team meetings Identify goals for teams	Curriculum Coordinator and Team Leaders	November 2016	Curriculum reviewed and updated
To professionally develop staff	Provide focussed professional development in numeracy planning and teacher practice.	Employ a numeracy consultant to work with PLTs focussing on planning and modelling	Curriculum Coordinator and	In school on designated days	Employment of Michael Ymer on

so they may better deliver a differentiated curriculum program to meet the specific needs of each student.		lessons. Utilise in school coaching	Curriculum Team Leaders		planning days
To professionally develop staff so they may better deliver a differentiated curriculum program to meet the specific needs of each student.	Provide focussed professional development in literacy planning and teacher practice.	Utilise in school coaching by releasing teachers to share good practice in areas determined at PLT meetings and school priorities.	PD Coordinator	Ongoing	Staff develop common language and implement proven effective strategies
To identify students at risk in Literacy and Numeracy and develop intervention support programs to lift standards.	Implement a whole school assessment schedule to ensure every teacher applies formative and summative assessment practices in their classes to inform them of student progress and provide feedback to students about their work.	Provide assessment folders to every teacher for them to record student progress and share results with others.	Principal Assistant Principal Assessment Coordinator & Team Leaders	Ongoing	Assessment schedule reviewed and published
To identify students at risk in Literacy and Numeracy	Identify growth of each student in numeracy	Essential Numeracy Assessment Gr 1-6 On-demand Mathematics Test	Team leaders & PLTs	Ongoing	All staff use assessment folders to record student

and develop intervention support programs to lift standards.		mid-year/end of year Mathletics assessment tools Teacher's anecdotal notes/photos of daily maths tasks.			progress
Develop and document a more structured approach to summative assessment practices to inform planning.	Identify reading benchmark targets for each year level. Student assessment includes explicit indicators of improvements required.	Running records- PM Benchmark Kit P-2 Fountas & Pinell assessment kit Gr 3-6 (twice per term) On-demand reading test mid-year/end of year Gr 3-6 Observation Survey- Gr P/1	Assessment Coordinator & Team Leaders	As per assessment schedule	Reading benchmark targets established for each year level

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ENGAGEMENT					
Goals	To increase student engagement in their learning	Targets	<ul style="list-style-type: none"> ▪ To increase student voice in curriculum development and lesson choices in the curriculum areas of Personal Learning and Interpersonal Development ▪ To further explore student differentiation for learning tasks ▪ Increase opportunities for student leadership both within class and across the school ▪ To review between-years transition program via an online student survey ▪ To include state and school means for attendance in written reports to parents 		
		12 month targets	<ul style="list-style-type: none"> ▪ Student leadership positions and selection processes identified and published ▪ Differentiated learning styles recorded in teachers journals ▪ 90% of student in Years 3 – 6 have tablet devices configured to the school's specifications ▪ Transition activities adapted as a response to student and parent feedback ▪ Student assessment includes explicit indicators of improvements required 		
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
To develop a differentiated curriculum program to meet the specific needs of each	Visible learning- clear learning intentions for each lesson displayed and discussed with students.	Expanded, in class, coaching program to all classes from Prep - 6.	Classroom teachers, PLT leaders and coaches.	Ongoing	To have improved learning confidence and student motivation on the student

student.					survey.
To develop a differentiated curriculum program to meet the specific needs of each student.	Maintain and enhance intervention practices to further support low growth students and challenge high achieving students.	Expanded intervention programs for 1 / 2, 3 / 4 & 5 / 6 classes.	Principal, assistant principal, intervention teachers & classroom teachers.	Ongoing	
To increase opportunities for student leadership both within class and across the school.	Increase student connectedness within the school community	Increase opportunities for student leadership both within class and across the school	Whole staff	Ongoing	Increase student leadership opportunities. Improved school attendance rate.
To increase student voice in curriculum development and lesson choices in the curriculum areas of Personal Learning and Interpersonal Development	Increase student voice through participation in self- assessment and feedback activities.	Incorporate the use of self assessment strategies in all lessons and increase opportunities for student voice in classroom / school activities.	Leadership. Coaches and classroom teachers.	Ongoing	Increased levels of learning confidence and student motivation on the student survey.

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WELLBEING					
Goals	To further build a caring and supportive learning environment with high mutual expectations	Targets	<ul style="list-style-type: none"> Continue to address the issue of bullying by providing biennial presentations / performances targeting in school and online bullying Pursue the provision of higher fencing around the school Regular review of consequences for inappropriate behaviour and staff vigilance while on duty Develop protocols for parent teacher communication <p style="text-align: right;">(Taken from SSP 2015-18)</p>		
		12 month targets	<ul style="list-style-type: none"> Develop non-negotiable items for curriculum and general planning Review intervention program for newly arrived students with little English Review protocols for parent teacher communication Implement Kids Matter program 		
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
Reducing bullying and inappropriate behaviour	<p>Implement Section 2 of the Kids Matter Program providing PD for all staff.</p> <p>Implement the 'You Can Do It' Program</p> <p>Develop a Student Code of Conduct Booklet to set clear expectations.</p> <p>Promote E-Smart initiatives to support students safety while online.</p>	<p>Develop a PD overview plan for the school year.</p> <p>Student Code of Conduct Booklet to be distributed to all students at the beginning of the school year.</p> <p>Revise 'You Can Do It' Program for the whole staff</p> <p>Implement Cyber Safety presentations to students, parents and staff.</p>	<p>Kids Matter Team</p> <p>Leadership Team</p> <p>PLT leaders.</p> <p>E-Smart Team</p>	Ongoing from Term 1.	<p>Fewer students reporting cases of bullying or inappropriate behaviour.</p> <p>Positive changes reflected in improved student survey</p>



					results.
Improve student safety in the school grounds	Review the safety of facilities in the school ground. Promote the use of quiet areas where students can meet and participate in passive activities. Increase schoolyard supervision at recess and lunchtime.	Survey of the school facilities on regular basis. Staff to provide and engage students in passive activities during lunch times. Timetable additional staff on duty in the schoolyard.	Principal, Assistant Principal, Welfare Coordinator	Ongoing from Term 1.	School facilities survey schedule.
School wide consistency in staff expectations	Review and publish new, Avondale Primary School Engagement Policy.. Review school expectations of classroom and schoolyard behaviours for students, parents and staff.	Whole staff discussion to re-establish agreed whole school values, processes and procedures.. Whole staff discussion and development of expectations.	Principal, Assistant Principal with whole staff & parents in Education subcommittee.	Term 1	Production of a new school engagement policy
Develop a Social and Emotional Learning Program for students	Review the You Can Do It Program. Promote Social and Emotional Learning activities into the classroom curriculum.	Provide refresher PD for the You Can Do It Program for the whole staff. Provide teachers with resources to implement a comprehensive Social and Emotional Learning Program.	Assistant Principal, Welfare Coordinator, whole staff	First Semester	Improvement in student

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PRODUCTIVITY					
Goals	To reflect upon current practices and resource allocation to improve the facilities and delivery of the curriculum.	Targets	<ul style="list-style-type: none"> • Audit PE equipment, library resources, other literacy resources and Maths equipment annually • Compile teacher learning audit for appraisal data • Engage maintenance person for 3 days per week • Paint remainder of school then painter employed to repair as needed 		
			<ul style="list-style-type: none"> • Review funding to ensure a high quality curriculum is provided • Ensure provision of teacher knowledge and skill • Introduce a 1-1 BYOD iPads • Further PD staff in ICT 		
KIS	ACTIONS: what the school will do	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
Maintaining school environment	Engage maintenance person for 3 days per week Paint remainder of school then painter employed to repair as needed. Purchase expendables for ongoing repairs.	This school will share the employment of a maintenance officer with two neighbouring schools. Budget: \$40,000	Principal with Facilities Subcommittee and Business Manager	Employed until 2020.	School grounds made safer, cleaner and repairs undertaken in a timely manner.
Improve ICT network	Set up Xirrus WiFi backbone to facilitate tablet based learning SIPS audit	Fine tune the Xirrus network of WiFi routers to provide adequate service irrespective of	Assistant Principal and Specialist	Ongoing	Maintain high quality WiFi coverage

	Pending school council approval, implement iPad trial in Years 3/4. Students encouraged to 'Bring Your Own Device'. Students who do not have an iPad may access school i-pads.	demand Apple tv's for classes 3-6 SIPS audit of all ICT equipment which informs the ICT replacement schedule iPad implementation policy still to be decided upon by School Council (Dec 2015)	Technician – eduSTAR.TSS School Council		throughout school; Acquisition program for ICT resources planned and executed.
Resource maintenance	Audit PE equipment, ICT resources, library resources, other literacy resources and Maths equipment annually	Audit and purchase program budget items by curriculum leaders	Curriculum leaders	November 2016	Reduced attrition rates in literacy, numeracy and PE resources.



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	