

2016 Annual Implementation Plan: for Improving Student Outcomes

1901

Narre Warren North Primary School

2016

Based on Strategic Plan 2015 - 2018

Endorsements

Endorsement by School Principal	Signed..... Name: Connie vanderVoort Date.....
Endorsement by School Council	Signed..... Name: Michelle Zimmerle Date.....
Endorsement by Senior Advisor	Signed..... Name: Leonie Campbell Date.....

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.

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.

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>In 2015 our school began building practice excellence through the implementation of Team Reading Action Research as part of the SSP. In 2016 the school's priority is to implement a whole school consistent Reading Program based on best practice through the exchange of knowledge and ideas learned through the research. To develop this priority we aim to strengthen and build consistency and quality of teaching practice across the school in order to decrease school variation and improve outcomes in Reading; build a culture of collaboration within teams and across the school with the collective sharing of skills and expertise through daily work; develop the use of consistent student assessment data to inform teaching for differentiation; and increase the use of feedback, such as peer observations and walkthroughs, to further enhance teaching practice. School data has shown a small increase in the number of students recording 'high growth' in NAPLAN Reading, however, through the implementation of an agreed framework in Reading, development of a collaborative approach to professional learning, and shared teaching and learning program development and feedback, student and school outcomes will improve.</p> <p>A priority in the SSP is to build teacher capacity towards effectively implementing 21st century pedagogy and personalizing student learning. Students at Narre Warren North PS are often compliant but are not always engaged in their learning. In 2015 teachers investigated the definition of 21st century learning and began to implement strategies such as rubrics and giving students some choice in their learning. Empowering students and building school pride is a major focus area for 2016. In this area the school intends to investigate through action research, approaches that give students a greater say in the decisions that affect their learning and their lives at school, such as giving students a voice in the learning process through negotiation and collaborative decision making; and increasing the use of peer / self assessment; and student reflection and feedback in order to increase students' responsibility for their own learning and engaging them more deeply in their learning.</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
Building practice excellence	<p>Implement an agreed framework for effective teaching and learning in Reading at Narre Warren North Primary School based on a theory of practice.</p> <p>Ensure a whole school approach to the collection and analysis of data to inform teaching and learning.</p> <p>Build teacher capacity to use data to inform planning.</p>
Empowering students and building school pride	<p>Build teacher capacity towards effectively implementing 21st century pedagogy.</p> <p>Develop the capacity of teachers to communicate clear learning intentions against agreed success criteria.</p> <p>Build teacher capacity in personalising student learning</p> <p>Investigate and implement models that incorporate the use of ICT for 21st century learning.</p> <p>Investigate opportunities to build communication with parents about student learning.</p>

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	Improve student rates of learning growth in English with a focus on Reading (2015-16) and Writing (2017-18).	Targets	An increase in the number of students recording 'high growth' in NAPLAN Reading and Writing. 80% of students meet or exceed a year's growth each year in AusVELS in Reading and Writing.		
		12 month targets	An increase in the number of students recording 'high growth' in NAPLAN Reading compared with 2015. Meet or exceed a year's growth measured using AusVELS for at least 80% of students in Reading.		
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
Develop an agreed framework for effective teaching and learning in Reading School based on a theory of practice.	Implementation of CAFÉ and the Daily 5 across the school in line with the Victorian Curriculum	Develop non- negotiables around implementation of best practice in Reading. Develop implementation schedule to ensure consistency of program implementation. Link The Big 6 to Cafe. Link Words Their Way to the Daily 5/Word Work Use Cars and Stars strategies Ongoing Professional learning to implement Cafe	Leadership Team Achievement Coordinator and PLT Professional Development Coordinator Teachers	End of Term 4, 2016	Café implemented in all classrooms. This can be seen through: <ul style="list-style-type: none"> • Consistent language across the school • Consistent displays in all classrooms • Consistency in planning • Ongoing assessment to identify point of learning (Fountas and Pinnell) • Explicit teaching of reading strategies in all classrooms • Planning documentation is aligned and reflects differentiation
	Implementation of Words Their Way from Grade 1 to Grade 6. Investigate Jolly Phonics program for Grade Prep.	Ongoing Professional learning for teachers, including a Curriculum Day Coordination of resources	Professional Learning Coordinator Classroom teachers Achievement team	Begin Term 2 for implementation by end of Term 4, 2016 Term 1	Words their Way implemented in all classrooms 1-6. This can be seen through: <ul style="list-style-type: none"> • Consistent language across the school • Consistency in planning • Development and use of resources Prep teachers trial elements of Jolly Phonics
	Purchase resources to enhance the school's adopted Reading approach.	Program budget to support priority. Continue to catalogue Guided reading sets. Organisation of reading resources.	Principal Achievement Coordinator	Ongoing until August	Updated inventory of reading resources across school.
	Implementation of parent advocates to support the school's reading Program and assistance of individual students.	Training for parents to assist in CAFÉ/Daily 5.	Leadership Achievement Coordinator and PLT Professional Learning Coordinator	Term 1, 2016	Training of parents to assist in Café: <ul style="list-style-type: none"> • Reading strategies • Consistent language • Targeting individual students • List of trained parents.
Ensure a whole school approach to the collection and analysis of data to inform teaching and	Review and update the current assessment schedule for Reading to include multiple sources of assessment data. eg Fountas & Pinnell and Reading Conferences	Assessment schedule structured – term by term whole school guide- for consistency across the school.	Leadership team Achievement Coordinator Teachers	End of Term 1, 2016	Updated assessment schedule. All teachers following the school assessment schedule to drive teaching.
	Develop consistent use of data across the whole school to support high growth	Ongoing Professional learning including Disciplined Dialogues	Achievement Coordinator	Ongoing	Team meeting minutes making reference to the use of Reading data to inform teaching and student learning.

learning.		<p>Team meetings to focus on use of data</p> <p>Use Sentral to analyse students data</p> <p>Regular reading moderation sessions</p> <p>Data used to differentiate the teaching of reading</p> <p>Teachers share data with students</p>	<p>Leadership</p> <p>Classroom teachers</p>		<p>Planning documentation shows evidence of differentiation</p> <p>Teachers lead professional discussions about the use of data to support individual student growth (team meetings, PDP meetings, one-one discussions with leadership)</p>
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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	Increase student capacity as 21 st century learners to be more involved and engaged in their learning.	Targets	Student satisfaction as measured by the variables of 'Student Motivation', 'Stimulating Learning' and 'Learning Confidence' to demonstrate annual improvement in the Student Attitudes to School survey (SATS). School based parent and student survey demonstrates annual improvement. Parent satisfaction as measured by the variables of 'Stimulating Learning' and 'Learning Focus' to demonstrate annual improvement in the Parent Opinion Survey.		
		12 month targets	Student satisfaction as measured by the variables of 'Student Motivation', 'Stimulating Learning' and 'Learning Confidence' to demonstrate improvement in the Student Attitudes to School survey (SATS). Parent satisfaction as measured by the variables of 'Stimulating Learning' and 'Learning Focus' to demonstrate improvement in the Parent Opinion Survey.		
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 capacity towards effectively implementing 21 st century pedagogy.	Develop a shared understanding of 21 st century pedagogy and what it looks like at the classroom level and whole school level.	Team Action Research to focus on 21 st century Learning Design. Out of the Action Research, teams will identify one of these areas to investigate: <ul style="list-style-type: none"> • Collaboration • Knowledge Construction • Self-Regulation, • Real World Innovation and Problem Solving • ICT for Learning • Skilful Communication 	Leadership Team Engagement Coordinator and PLT Professional learning Coordinator Teachers	End of Term 4, 2016	Teachers trailing areas of 21 st century Learning Design: <ul style="list-style-type: none"> • Evident in planning • Discussions in team meetings (minutes) • Content of learning intentions to show evidence of 21st century learning design • Presentation of findings in November • Use of DET assessment tools if available
Develop the capacity of teachers to communicate clear learning intentions against an agreed success criteria.	Linking learning intentions to success criteria.	I Can statements in Number. Linking learning intentions to rubrics.	Mathematics Coordinator Engagement Coordinator	End of Term 4, 2016	Use of I can statements in the classroom: <ul style="list-style-type: none"> • Consistent language • Evident in planning • Visual use of I can statements by students <p>Clear learning intentions and success criteria are communicated to students for each lesson.</p>
	Teachers develop understanding of Good Learner behaviours	Ongoing professional learning in Good Learner behaviours	Leadership Team Classroom teachers	Ongoing	Learning Intentions link to Good Learner behaviours Teacher use of language evident during Leadership Walkthroughs
Build teacher capacity in personalising student learning.	Increase opportunities to offer choice in all areas of the curriculum.	Professional learning to increase awareness of the 21 st Century Learning design. Provision of choice in the curriculum	Leadership team Engagement Coordinator Teams	Ongoing	Students engaged in learning Choice evident in planning Classroom environment conducive to 21 st Century learning

Investigate and implement models that incorporate the use of ICT for 21 st century learning.	Implement and extend collaborative models that incorporate the use of ICT. Explore digital coding.	Implement a 1-1 chrome book program for Grades 3 -6. Continue to investigate ways to use the chromebooks as a learning tool. Implement Cybersafety program from Prep – 6. Regular sharing of student work and classroom programs and events with home through team blogs.	Leadership Team Engagement Coordinator Teams ICT Team	Ongoing	Extended use of ICT evident in planning documents and classroom programs to cater for choice in student learning. ICT related to the Victorian Curriculum. Regular sharing of student work with home to increase feedback and parent awareness.
Investigate opportunities to build communication with parents about student learning.	Increase communication with parents via teachers' edumail account. Increase parent awareness to forms of communication.	Develop protocols with staff in the use of edumail for communication with parents, e.g response time 72 hours within working hours. Teachers continue to contact every family once per term about a positive. Development of team blogs.	Leadership team Teachers	Ongoing	Staff enacting school wide communication processes. School communication occurs with the school community through various modes.

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WELLBEING					
Goals		Targets			
Develop a whole school consistent approach to students' social and emotional learning.			Student satisfaction as measured by the variables of 'School Connectedness', and 'Student Morale' to demonstrate annual improvement in the Student Attitudes to School survey (SATS)		
			Parent satisfaction as measured by the variables of 'School Connectedness' and 'Classroom Behaviour' to demonstrate annual improvement in the Parent Opinion Survey.		
			School based student and parent survey demonstrates annual improvement.		
		12 month targets			
			Student satisfaction as measured by the variables of 'School Connectedness', and 'Student Morale' to demonstrate improvement in the Student Attitudes to School survey (SATS) compared to 2015.		
			Parent satisfaction as measured by the variables of 'School Connectedness' and 'Classroom Behaviour' to demonstrate improvement in the Parent Opinion Survey compared to 2015.		
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
Develop a common understanding and shared commitment to the implementation of wellbeing approaches that will make the greatest difference to students.	Investigate Kids Matter in preparation to develop and implement a consistent structure to student wellbeing across the school.	Implement Component 1 in Kids Matter. Develop Action Team Professional Learning Review school practices and procedures in Behaviour Management	Leadership Wellbeing Coordinator Staff, students, parents. School psychologist Chaplain	Component 1 by the end of 2016.	Include Kids Matter in the 'Engagement Guidelines' document. Consistent language Unpack surveys Teachers familiar with kids Matter framework
Improve the effectiveness and consistency of the current approaches to behaviour management.	Unpack the school values with staff, students and the school community. Align the social skills to the set of school wide rules and values.	Promotion of values to the school community. Creation of visual prompts for classrooms. Specific lessons taught on the school values. Values unpacked during Circle Time. Junior School Council to promote through assemblies.	Wellbeing Coordinator Staff	Term 1 Ongoing	Development of a common approach to classroom management and behaviour management. <ul style="list-style-type: none"> • Consistent displays • Consistent language • Evidence of Circle Time in planning

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PRODUCTIVITY					
Goals	Allocate resources effectively to maximise student learning outcomes; increase student engagement in their learning; and develop a whole school consistent approach to student wellbeing.	Targets	Prep – 6 student achievement data demonstrates growth each year. The annual confirmed global budget shows that funding is allocated to the priority areas of the School Strategic Plan. Sentral has been implemented to track student achievement, engagement and wellbeing. Parent satisfaction as measured by the variables of ‘General Satisfaction’ to demonstrate annual improvement in the Parent Opinion Survey.		
12 month targets		Resources allocated effectively. Annual Implementation Plan targets met. Improvement in ‘General Satisfaction’ of Parent Opinion survey from 2015.			
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
Resources allocated effectively to optimise the achievement, engagement and wellbeing of all students.	Provide funding to support the implementation of a whole school Reading program.	Achievement Coordinator appointed to drive implementation of program. Purchase of more quality reading resources. Implementation of Toe by Toe Intervention Program for students using ESS. Purchase of ICT equipment to support learning and teaching in priority areas.	Principal Achievement Coordinator Professional Development Coordinator Leadership Team Budget Coordinators	Semester 1 & 2	Teachers and students have access to material and quality resources. Reading programs, whole school and intervention, implemented.
	Provide funding to support the implementation of Student Engagement and Wellbeing programs.	Leading Teacher appointed to drive implementation. Purchase of quality equipment and resources. Purchase of ICT equipment to support learning and teaching in priority areas. Funding to continue Action Research in Engagement.	Principal Professional Development Coordinator Leadership Team Budget Coordinators	Semester 1 & 2	Teachers and students have access to quality resources and equipment. Whole school programs implemented.
	Provide funding to support professional learning and leadership development.	Professional Learning budget to reflect school priorities. Professional development budget to support implementation and changes to whole school Reading program. Funding to continue Action Research in Engagement. Feedback and sharing of knowledge in PLTs Leadership professional learning for new members.	Principal Achievement Coordinator Professional Development Coordinator Leadership Team Teachers/staff	Semester 1 & 2	All staff have identified growth in their instructional practice through the support of professional learning and/or leadership development.
	Develop the annual school budget to ensure it effectively supports student learning as outlined in	Align the budget with the school priorities as identified in the SSP.	Principal Business Manager	Budget timeline. November 2015-	Budget effectively supports student learning and priority areas.

	the SSP.	Continuation of Professional Learning Teams in Achievement, Engagement and Wellbeing. Appointment t of a Leading teacher to drive areas of the SSP.	School Council Program Budget Coordinators Leadership Team	March 2016.	
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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	
Implementation of CAFÉ and the Daily 5 across the school in line with the Victorian Curriculum		Non-negotiables developed CAFÉ and Daily 5 strategies evident in planning documentation and in classroom programs. Reading moderation Fountas and Pinnell benchmarking		Fountas and Pinnell benchmarking NAPLAN increase in 'high growth' of students compared to 2015. Observations from Leadership Walkthroughs. AusVELS data PDP data	\$100 000
Develop consistent use of data across the whole school to support high growth		Fountas and Pinnell Planning documentation Sentral		AusVELS levels Fountas and Pinnell benchmarking NAPLAN data Toe by Toe Program	\$40000
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date <small>(includes staffing, PD, resources)</small>
	Status	Evidence	Status	Evidence	
Develop a shared understanding of 21 st century pedagogy and what it looks like at the classroom level and whole school level.		PD for staff documented Team Action Research plans developed Differentiation in student reports		Student and Parent Survey results Capabilities continuum Planning documentation Student reports Classroom observations through Leadership walkthroughs PDP data	\$105 000
Linking learning intentions to success criteria.		PD for staff documented Development of success criteria as evident in working programs		Use of I can statements in the classroom Planning documentation Clear learning intentions and success criteria.	\$6 000
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	
Investigate Kids Matter in preparation to develop and implement a consistent approach to student wellbeing across the school.		Updated Behaviour Management policy and procedures. PD for staff documented Action team developed		Component 1 PD implemented Unpacked surveys Kids Matter included in the 'Engagement Guidelines' document Student and Parent survey	\$100 000
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	
Develop the annual school budget to ensure it effectively supports student learning as outlined in the SSP.		Annual budget reflects priority areas Strategy Plans		Funding has been spent on priority areas Quality resources Whole school programs implemented	