

2016 Annual Implementation Plan: for Improving Student Outcomes

Guthridge Primary School 4853 2016

Based on Strategic Plan 2016-2019

Endorsements

Endorsement by School Principal	Signed..... Name: Sue Burnett Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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>Excellence in teaching and learning We identified we do not have a whole school document for teaching and learning at Guthridge Primary School To improve learning outcomes, the school will embed a culture of curriculum planning, assessing the impact of learning programs and adjust them to suit individual student needs. We identified the lack of consistency in a school-wide approach to the teaching and assessment of literacy. We identified that oral language is the foundation for student learning. It is essential for literacy learning.</p> <p>Professional leadership We identified the need to develop the capacities of professional learning teams. Schools strengthen their succession planning, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improvement and strengthen the induction of new teachers into the professional learning culture of their school. We identified we need to use a Professional Learning Team (PLT) structure to embed a whole school culture of collaborative teamwork, high performance with individual and collective accountability for improving student learning outcomes.</p> <p>Positive climate for learning We identified the need to differentiate the curriculum to enhance student learning outcomes. We identified the need to provide feedback that is relevant and success driven. Student engagement and confidence is enhanced when <ul style="list-style-type: none"> . teachers and students have high expectations . students have input and ownership of their learning . learning is relevant, authentic and challenging </p> <p>Community engagement in learning We identified a low response rate to the Parent Opinion Survey. When strong relationships between all members of the school community are genuinely established, including strong partnerships with parents, then student learning, resilience and wellbeing will be enhanced. We want to develop school based feedback mechanisms to monitor student and staff wellbeing and parent satisfaction.</p>

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
Excellence in Teaching and Learning Building practice excellence Curriculum planning and assessment	<ul style="list-style-type: none">• Consolidate our learning in literacy teaching, planning and assessment• Build teacher practice in differentiating the curriculum to provide powerful learning• Strengthen data literacy, including data collection and analysis techniques and the use of data for goal setting• Build teacher capacity in teaching oral language• Build teacher capacity in teaching writing• Investigate various learning management systems
Positive Climate For Learning Empowering students Setting expectations Intellectual engagement and self awareness	<ul style="list-style-type: none">• Develop staff and student understanding of “mind sets” to improve students’ intellectual engagement and awareness of their own learning needs• Develop staff and student capacity in the use of learning intent and success criteria in determining successful learning• Improve the Attitudes To School Survey variables of classroom behaviour, connectedness to peers, student safety and student distress
Community Engagement in Learning Building communities	<ul style="list-style-type: none">• Improve the Attitudes To School Survey variables of classroom behaviour, connectedness to peers, student safety and student distress

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve student learning outcomes in all domains across the school. <u>Building practice excellence to maximise student learning.</u> <u>Curriculum planning and assessment.</u>	Targets	<i>80% of students are at or above their indicative level in all domains by 2019 supported by teacher collected evidence.</i>		
		12 month targets	All teachers will have at least three pieces of evidence to support the indicative level assigned to students in speaking and listening. 80% of students will be at or above their indicative level in Writing by the end of 2016		
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 in teaching oral language	Establish a Guthridge Primary School Oral Language Policy P-6 Explore and trial oral language assessment tools	Reference to Fountas & Pinnell Continuum and Victorian Curriculum We will research and share oral language approaches and assessment in order to pick a model which best suits the needs of our students Build teacher reference texts	Whole staff Various representative from each team	End of 2016 Research to June and then trial in second half of year	Document is used during team planning Assessment tools have been identified and successfully trialled Resources purchased Change in teaching practices identified in classroom observations Evidence in Professional Development Plans for individual staff
Build teacher capacity in teaching writing	Establish a Guthridge Primary School Writing Policy P-6 Develop a Scope and Sequence for Writing P-6 Provide whole school professional development facilitated by writing consultant	Reference to Fountas & Pinnell Continuum and Victorian Curriculum Employment of writing consultant Whole school curriculum day Resource suitable writing materials Build teacher reference texts	Whole staff	End of Term 1 for whole school professional development	Curriculum day happens Policy completed Resources purchased Change in teaching practices identified in classroom observations Evidence in Professional Development Plans for individual staff

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ENGAGEMENT					
Goals	<p>To provide a safe, supportive and engaging learning environment that challenges and fosters learning and develops students' social competencies and wellbeing.</p> <p><u>Empowering students</u> <u>Setting expectations –</u> <u>intellectual engagement and</u> <u>self-awareness</u></p>	Targets	Attitudes to School Survey results in Teaching and Learning to be at 80% or more for Year 5s and 6s by the end of the 2019.		
		12 month targets	Attitudes to School Survey results in school connectedness, stimulating learning, teacher effectiveness and teacher empathy will be at 75% or above. Pre and post school designed engagement surveys (based on AtSS) P-4 will show growth in school connectedness, stimulating learning, teacher effectiveness and teacher empathy from beginning to end of school year. All staff to be inducted into the use of Mindset language by the end of the school year and evidenced through peer observations.		
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 staff and student understanding of mindsets to improve students' intellectual engagement and awareness of their own learning needs	<ul style="list-style-type: none"> . dedicate Term 1 professional learning meetings to the professional reading and sharing of new information and practical application . develop pre and post survey to evaluate children's engagement in their learning 	<ul style="list-style-type: none"> . purchase of Carol Dweck's "Mindset The New Psychology of Success" for each classroom teacher and specialist . scheduled time at each weekly professional learning meetings to discuss "Mindset" – application of a variety of comprehension strategies to develop deep understanding (homework!) . peer observation of teacher and student feedback 	Whole staff	End of Term 4 Engagement survey administered Terms 1 and 4	<ul style="list-style-type: none"> . peer observation pre and post of language used during feedback . language used within the classroom is relevant to a growth mindset . multiple modes of feedback are evident in the classroom for student and teacher feedback
Develop staff and student capacity in the use of learning intent and success criteria in determining successful learning	<ul style="list-style-type: none"> . dedicated professional learning meetings based around learning intentions and success criteria. . identify success criteria that provides for differentiation . scheduled peer observations . employment of coach 	<ul style="list-style-type: none"> . scheduled peer observations . employment of coach . develop resource of good practice 	Whole staff + coach	End of Term 4	<ul style="list-style-type: none"> . peer observation pre and post of learning intent and success criteria . visible learning intentions in every classroom . success criteria is differentiated

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WELLBEING					
Goals	<p>To ensure students are connected to the school and their peers, resilient and willing to contribute to the wellbeing of themselves and others.</p> <p><i>Setting expectations</i> <i>Building communities</i></p>	Targets	<p><i>Attitudes to School Survey results in Student Relationships and Wellbeing to be at 80% or more for Year 5s and 6s by the end of the 2019.</i></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
<p>Improve the AtSS variables of classroom behaviour, connectedness to peers, student safety and student distress.</p>	<ul style="list-style-type: none"> . Target support and early intervention for individuals with wellbeing needs . Develop positive active partnerships with parents/carers . Develop positive active partnerships with external support agencies . Continue to implement School Wide Positive Behaviour Support strategies . Full implementation of "Bounce Back!" program in weekly dedicated lessons 	<ul style="list-style-type: none"> . identify students and have conversation with parents to get full background and understanding and refer as necessary . teachers to make <u>positive</u> connection with each family at least once a term via phone call, email, or note home . establish Learner Profile where necessary . positive reinforcement strategies using restorative language . Follow Scope and Sequence as provided in "Bounce Back!" program – dedicated weekly lessons . regular inserts in "Guthridge News" . develop a Whole School Attitudes to School Survey with relevant, age appropriate applications (e.g. Preps, 1/2s, 3/4s, 5/6s) 	<p>Student Wellbeing Officer</p> <p>Whole staff including integration aides, Principal, Assistant Principal</p> <p>Allied health professionals</p>	<p>On-going</p>	<p>Referral to Student Wellbeing Officer, Assistant Principal or external agencies (e.g. G.P., ChildFirst, SSSO) where necessary Learner Profile established and maintained</p> <p>Teacher weekly program has evidence of time-tabled Bounce Back! Lesson</p> <p>DET AtSS indicators at 75% or more</p> <p>Whole School Attitudes to School Survey analysed at team level, class level and individual level and strategies identified and planned for</p>

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PRODUCTIVITY					
Goals	To provide effective use of resources to maximise student achievement, engagement and wellbeing. <u>Curriculum planning and assessment</u> <u>Building practice excellence</u>	Targets	An effective learning management system is fully utilised by the end of 2019. Develop a whole school curriculum framework specific to Guthridge Primary School		
		12 month targets	Purchase of and professional development in a learning management system A Guthridge Primary School Oral Language Policy P-6 established and implemented. A Guthridge Primary School Writing Policy P-6 is established and implemented.		
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
Investigate various learning management systems	<ul style="list-style-type: none"> purchase of learning management system professional development in the use of learning management system 	<ul style="list-style-type: none"> visit schools to view current systems 	Leadership team	Term 1 purchased	Learning management system purchased and is accessible for all staff and used to drive student teaching and learning outcomes, engagement and wellbeing.

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	