

2016 Annual Implementation Plan: for Improving Student Outcomes

5035

Lalor North Primary 2016

Based on Strategic Plan 2016-2019

Endorsements

Endorsements

Endorsement by School Principal	Signed.....  Name Clare Read Date 22.3.16
Endorsement by School Council	Signed.....  Name Tracey Gillard. Date 22.3.16
Endorsement by Senior Advisor	Signed..... Name..... 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.

Lalor North Primary has undertaken a peer review in term 4 2015. Following this review, a new Strategic Plan has been written based on the findings of that review and the school's own self-evaluation. Key improvement strategies for Achievement focus on the continued development and embedding of instructional models, and the building of teacher capacity to implement these. It is suggested that the initial strategic plan period should emphasise mathematics, whilst continuing to refine and maintain the recent work done with reading and writing.

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
<ul style="list-style-type: none"> Development of a consistent approach to mathematics teaching across the school including a vision for excellence in teaching of mathematics' 	<ul style="list-style-type: none"> Refinement and further development of school's instructional models with a particular emphasis on mathematics Continue to build teacher capacity to implement instructional models in mathematics A consistent approach to teaching Mathematics, including a 'Vision for excellence in teaching of Mathematics' will be developed- what it looks like in classroom practice, including lesson structure, rationale for approaches Teacher professional learning in teaching of numeracy will lead to more consistent approaches throughout the school supported by peer observation/mentoring processes Lesson study and triad programs will continue Teacher teams will provide the forum and focus for implementation of the instructional models and provide for teacher professional growth. Further capacity building will occur to ensure that team leaders perform their role effectively Use of data will be refined to ensure that student growth is accurately tracked and that learning is differentiated sufficiently, particularly for students who will benefit from extension.
<ul style="list-style-type: none"> Building of teacher capacity to implement 	<ul style="list-style-type: none"> Continue to develop and embed instructional models in literacy Continue to build teacher capacity to implement instructional models in literacy

successful instructional models in literacy, including the embedding of work in reading and writing, and a focus on oral language in the early years.

- The current teaching processes in reading and writing will be embedded and extended
- Teacher teams will provide the forum and focus for implementation of the instructional models and provide for teacher professional growth.
- Models of practice for oral language and EAL teaching in mainstream classrooms will be researched
- Use of data will be improved and more rigorous moderation will take place at the team and whole school level to ensure accurate judgement against the Victorian Curriculum progression points

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ACHIEVEMENT					
Goals	To foster a curiosity that broadens literacy and numeracy achievement	Targets	<ul style="list-style-type: none"> All deemed capable students will make at least one Victorian Curriculum level progress every year, as measured by teacher judgement. The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools The percentage of students below National Minimum Standard at grades 3 and 5 will decrease to 3% The percentage of year 5 students performing in NAPLAN bands 7 and 8 will increase by 25% from 2015 figures 		
		12 month targets	<ul style="list-style-type: none"> 93% of deemed capable students will make at least one Victorian Curriculum level progress every year, as measured by teacher judgement. The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools The percentage of students below National Minimum Standard at grades 3 and 5 will decrease to 3% The percentage of year 5 students performing in NAPLAN bands 7 and 8 will increase by 7% from 2015 figures. 		
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
Refinement and further development of the school's instructional models (maintaining reading and writing and an emphasis on mathematics)	<ul style="list-style-type: none"> Review planning and teaching against the Victorian Curriculum with a particular focus on the capabilities and digital technologies. <p>Mathematics</p> <ul style="list-style-type: none"> Revise the mathematics policy Revisit the lesson structure for mathematics and ensure a consistent approach across the school Establish leadership for the mathematics program within the school 	<ul style="list-style-type: none"> Audit current Scope and Sequence against Victorian curriculum at the PLT level, including capabilities. Scope and sequence for digital technologies to be developed by ICT team. <ul style="list-style-type: none"> Consultant to work with mathematics team to lead the work and develop leadership in the team. Staff professional learning time. 	<p>Leading teacher – curriculum</p> <p>Leadership team – mathematics leader</p>	<p>End term 4</p> <p>Policy – end term 1 Team established – end week 5, term 1 Revisiting of lesson structure – end term 3</p>	<p>Curriculum reviewed and documentation in place by the end of 2016. Used in planning for 2017.</p> <p>Consistency of approach visible through lesson observation and planning documentation.</p>
	<p>Oral language</p> <ul style="list-style-type: none"> Research oral language and EAL program, P-2. Establish leadership group to undertake professional learning and planning 	<ul style="list-style-type: none"> Key leader to visit other schools and research programs as well as developing an understanding of the EAL continuum. Bring back to staff. Team to develop an implementation plan. 	<p>Assistant Principal, Early years PLT leader and team</p>	<p>End term 2</p>	<p>Implementation plan in place and program ready for use in 2017.</p>
	<ul style="list-style-type: none"> Assessment and tracking Revise assessment schedule to include regular moderation and develop clear, whole school moderation process Establish revised whole school processes for tracking of data 	<ul style="list-style-type: none"> Data manager to develop clear moderation processes and document. Consultation with other staff about moderation in the schedule. Investigate range of options for data tracking programs to have in place for 2017. 	<p>Data manager and data reps</p> <p>Leadership team</p>	<p>By end term 2</p> <p>End term 4</p>	<p>Moderation leads to more consistent, realistic teacher judgement across school and between Professional learning teams. Whole school data tracking more systematic and user friendly.</p>
Continue to build teacher capacity to implement the instructional models (building on the good)	<p>Mathematics</p> <ul style="list-style-type: none"> Whole school professional learning program with a focus on consistency and use of open-ended tasks and thinking skills. Employ consultant to assist with 	<ul style="list-style-type: none"> Employment of consultant to work with staff and mathematics team (use of equity funding) 	<p>Principal/leadership team</p>	<p>Ongoing</p>	<p>Increase in higher order thinking tasks and problem solving in mathematics visible across the school through lesson observation and planning documentation and through triad planning and feedback.</p>

<p><i>practice that already exists</i></p>	<p>program.</p> <ul style="list-style-type: none"> Lesson study/triads to take place with a focus on lesson structure and tasks in mathematics <p>Literacy</p> <ul style="list-style-type: none"> Leading teacher to continue to coach and model consistent strategies for the teaching of reading and writing across the school, with a particular focus on differentiation and small group approaches to teaching comprehension. Embedding of Fountas and Pinnell assessment strategies. 	<ul style="list-style-type: none"> Use of equity funding to support the program (teacher release, including senior staff) Leading teacher coach out of the classroom (equity funding) to provide classroom visits, modelling and feedback on small group strategies. Revision of 2015 process led by literacy group, who will then lead Professional learning teams. 	<p>Leadership team and all staff</p> <p>Leading teacher – curriculum</p> <p>Literacy team</p>	<p>Triads 2x per year for each team, across the year.</p> <p>Ongoing.</p> <p>Ongoing</p>	<p>Differentiation of small group tasks is apparent through classroom planning and observation, and through improved student outcomes, particularly at the higher levels in each group.</p>
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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To foster high levels of students engagement and connectedness to their learning	Targets	To maintain Attitudes to School Survey teaching and learning factor mean scores at levels similar to those recorded in 2015 (and at least above four on the five point scale and above the state median of all school scores)		
		12 month targets	To maintain Attitudes to School Survey teaching and learning factor mean scores at levels similar to those recorded in 2015 (and at least above four on the five point scale and above the state median of all school scores)		
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
Enhance student agency in their learning	<ul style="list-style-type: none"> Goal setting processes for all students researched and documented through PLT structures across the school, based on Victorian curriculum capabilities Student Action Team role increased to include engaging with staff in making key decisions Development of whole school sustainable ICT plan 	<ul style="list-style-type: none"> Leadership team to document process and then work with the rest of the staff. Trial in selected classes for 2016. Senior member of staff to run weekly meetings. Students involvement in staff/School Council/Leadership meetings at their level. 2 members of staff to attend professional learning (one member of leadership team) and feed back to ICT team, who will work on the plan. 	Leadership team	End term 4	Evidence based student goal setting process is revised and documented, and staff have engaged in professional learning about the process.
			Principal/ Assistant Principal	Ongoing	Student action team has visible profile in school including: regular meetings, (minuted), evidence of attendance at relevant staff meetings, participation in development and running of breakfast club program. Student survey reflects student awareness and positive impact of student action team role.
			ICT team led by S.Kesis	End term 3	ICT plan documented by team, with clear strategies and goals over the life of the strategic plan and ready for implementation in 2017.
Further build parent and community engagement with improving student learning	<ul style="list-style-type: none"> Explore use of community agencies to connect broader community with school, including possibilities of a hub Survey parents regarding student learning, and communication avenues. 	<ul style="list-style-type: none"> Further discussion with Thomastown West Primary, YMCA, Foodbank, etc Leadership team develop survey and use this to gain information from the broad range of community members. 	Principal/Assistant Principal	End term 4	Community engagement increased in the school through demonstrable opportunities and engagement with Foodbank, YMCA and other agencies.
			Leadership team	End term 2	Parent engagement with school increased through improved communication processes which meet the needs of all groups in the community.

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WELLBEING					
Goals	To promote students who are resilient, demonstrate attitudes and behaviours consistent with the school values, and who have a focus on their personal best.	Targets	To maintain the Student Attitudes to School survey mean scores for the following measures above the state median for all school scores <ul style="list-style-type: none"> • Classroom behaviour (and above four on the five point scale) • Connectedness to peers (and above four on the five point scale) • Student safety (and above four on the five point scale) 		
		12 month targets	<ul style="list-style-type: none"> • To increase year 5 student attitudes to school survey scores for classroom behaviour and student safety into the third quartile. • To maintain year 6 student attitudes to school survey scores for classroom behaviour and student safety above the state median for all school scores, and above four on the five point scale. • To maintain scores for connectedness to peers above four on the five point scale. 		
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
Development of a consistently implemented framework for student management	<ul style="list-style-type: none"> • Explore opportunity for school to be part of School Wide Positive Behaviour Support Program. Revise whole school positive behaviour approaches and develop greater consistency, particularly in the yard. • Revise Kidsmatter team leadership, and further develop teacher capacity in component 2 (Social and Emotional Learning). • Link with other local schools in the Kidsmatter group for collegiate support and progress • Finalise Social and Emotional learning curriculum and undertake professional learning • Processes for Respect Ambassadors Program outlined and documented for staff, students and parents. Respect Ambassadors fully implemented in the yard. 	<ul style="list-style-type: none"> • Maintain contact with SWPBS staff re possible involvement. Audit current approaches to behaviour management and develop clear processes for behaviour in the yard. • Key staff to continue to attend Kidsmatter network meeting. • Key staff to visit Findon Primary re PATHS program and explore other options in local areas. Present to staff in school. • DrRAP documented by coordinator, and community information sessions run. 	<p>Principal/ Student Wellbeing coordinator</p> <p>Kidsmatter team</p> <p>Kidsmatter team</p> <p>DrRAP coordinator</p>	<p>Dependent on program</p> <p>End term 1</p> <p>End term 3</p> <p>End term 2</p>	<p>Increase in positive yard behaviours and engagement in games and activities. Reduction in yard incidents and clear and documented processes for managing them in place.</p> <p>Social and emotional learning program has been chosen. Professional learning in place Program being implemented across school in a consistent fashion.</p> <p>Respect Ambassadors Program documents in place for staff, student and parents, including timeline. Program is consistently running to support positive behaviour in the yard. Training for 2017 cohort is ready to take place in term 4.</p>

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PRODUCTIVITY					
Goals	To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.	Targets	To achieve high levels of staff opinion on collective efficacy as measured through the Staff Opinion Survey.		
		12 month targets	To achieve an overall school score within the middle 50% of schools for collective efficacy as measured through the Staff Opinion Survey. To achieve a Prin/teach score at the state mean for collective efficacy as measured through the Staff 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
Establish a clear and transparent connection between the goals and targets of the Education State, the school's Strategic and Annual Implementation Plan, the work of the Leadership and School Improvement Teams and the performance and development plans of staff members.	<ul style="list-style-type: none"> Review staff roles and responsibilities and update role descriptions to align with new Strategic direction 	<ul style="list-style-type: none"> Use of professional learning time, to develop role clarity through a team shared approach. Present Strategic Plan and AIP final drafts to staff for linking with performance and development process. Performance and Development process documented and aligned. 	<p>Principal</p> <p>Principal/Leadership team</p> <p>Leadership team</p>	End term 1	Staff members understand each others' roles and performance and development goals reflect a clear line of sight between individual performance and roles, school goals and Education State initiatives.
Build the instructional capacity of staff through professional learning, observation processes, use of student achievement data, induction, mentoring and the performance and development process.	<ul style="list-style-type: none"> Provide specific professional learning that aligns with the School Strategic Plan priorities. 	<ul style="list-style-type: none"> AIP to link with strategic plan priorities and give clarity to professional learning requirements. Time to be spent in PLT meetings to unpack and discuss requirements. 	Principal/leadership team	Throughout year	Staff are able to articulate goals of professional learning and outcomes of that learning in their own classroom practice.
Build teacher capacity and confidence across the school to support professional growth and improve student learning outcomes for all children.	<ul style="list-style-type: none"> Plan for leadership development across the school through mentoring processes Provide support for PLT leaders and opportunity for engagement with leadership team Analyse and address future plans to strengthen bilingual programs following DET funding review 	<ul style="list-style-type: none"> PLT leaders mentored by Leading Teacher and Principal class. Aspirational leaders mentored by PLT/LT Restructure and refresh School Improvement Team to ensure engagement between leadership team and professional learning team leaders. Develop plan for 2017-19 and onwards through consultation between leadership team and bilingual program leaders and staff. 	<p>Principal/leadership team</p> <p>Principal/bilingual program leaders</p>	<p>Ongoing</p> <p>End week 5 term 1</p> <p>March 2016</p>	<p>Leadership across school is more distributed and a broader range of staff take on leadership roles. School Improvement Team is effectively monitoring the progress towards the goals of the Annual Implementation Plan.</p> <p>Clear three year plan is in place for the bilingual programs, including future staffing structure.</p>

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	