

2016 Annual Implementation Plan: for Improving Student Outcomes

4224

Manifold Heights Primary School 2016

Based on Strategic Plan 2014-2016.

Endorsements

Endorsement by School Principal	Signed..... Name Barry Rowland Date.....
Endorsement by School Council	Signed..... Name Gwyneth Morrison Date.....
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.

Manifold Heights Primary School is well positioned to continue to build upon improving student learning data, across all key priority learning areas.

Whilst much of our data is relatively positive overall, some areas highlight a need to focus our explicit attention.

The 2016 Annual Implementation Plan will focus on the priority area of 'Excellence in teaching and learning'.

The initiative that will support this priority focus will be 'Building practice excellence'.

During 2015, the school has allocated human and budgetary resources towards building teacher capacity to improve student learning achievements.

The data reflects some successes, however it also reflects the need to focus strategically upon particular areas to see further improvements achieved.

Data analysis in Student Achievement based on Teacher Judgements and Naplan, indicates a focus on teacher practice in classrooms and the use of assessment, feedback and differentiation will provide opportunities to enable enhanced student learning.

In the current Strategic Plan, the goal is to foster the achievement of high quality educational outcomes for all students in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.

The data indicates there is a discrepancy between Teacher Judgements (intake adjusted data) and norm referenced assessments, in particular NAPLAN data.

The focus areas for particular improvements, are in English (Spelling) and Numeracy (Number – Proficiencies)

Achievement

Teacher Judgement data:

In the past 3 years there has been a trend towards the allocation of proportionally more AusVELS C grades, across both literacy and numeracy.

Subsequently there are smaller corporations of B's and A's than we would prefer to be the case.

Evidence of teacher judgements re 12 months growth for most students is apparent but a greater focus upon extending students' needs to be addressed.

Greater efforts to triangulate learning outcome data need to be actioned to support the validity of AusVELS outcomes.

This work will be prioritised in 2016 with attention to teacher professional development, moderation, use of exemplars and PLT activities.

NAPLAN data targets for 2016:

Numeracy (Number) and Literacy (Reading) will be monitored with a particular whole school focus on Spelling data.

The current data indicates the following targets for 2016

Student Performance to be improved to be at or below State Performance in Low, Medium Relative Growth and in the High growth category to be above State Performance.

- Reading

Student Performance in Low to be reduced to below the State Performance and Medium to be improved to at or above State Performance. High Growth to be maintained and improved.

- Spelling

The data indicates a large number of students making Low levels of Relative Growth. The target is to reduce the percentage of students in this category. Target improvements for 2016 are to reduce the Medium Relative Growth to below the State Performance and to increase High growth to at or above the State Performance.

- Number

The data indicates we need to decrease the number of students making Low levels of growth compared to the State. Target improvements are to increase High Performance growth to at or above the State Performance.

'Building practice excellence' also encompasses Engagement and Wellbeing.

Our focus for **Engagement** has been to improve the engagement of students in their learning and in their connectedness with and across the school. Our data indicates that students perceive themselves as motivated and intrinsic learners however there are lower levels recorded in how they view teacher effectiveness, empathy and stimulating learning, when compared to the opinions of students in other schools (Attitudes to School Survey data).

- Student Motivation

Data is trending upwards. Target is to maintain the upward trend from 4.58 in 2015 which is above the State Mean at 4.56.

- School Connectedness

Trends are indicating data is currently below our Strategic Plan Targets. Current performance for 2015 at 4.27 which is below the State Mean 4.39.

Our Strategic Plan **Wellbeing** goal has been to create a safe, orderly secure learning environment for the whole school community and where students become confident, responsible and independent learners.

This was the focus throughout 2015 and will continue to be into the 2016 school year.

- Classroom Behaviour

Data re Attitudes to School Survey and Parent Opinion Survey indicates data is currently trending downwards. Attitudes to School Survey 2.82 (State Mean 3.38) Parent Opinion Survey indicates our school is performing below the State Means.

- Student Safety

Data indicates that Student Safety (Student and Parent Opinion Survey data) is below State Means.

Attitudes to School Survey indicates that our data has decreased from the 3rd Quartile to the 1st Quartile. The 2016 target is to be above performance standards compared to the State.

Productivity

In the current Strategic Plan, **Productivity** has focused upon effectively, efficiently and fairly managing resources to deliver the best possible educational experiences and outcomes for all students. Providing a distributed leadership profile, effective staff teams / meeting structures and personal staff AIP aligned targets within the Performance and Development Planning arrangements, have been Key Implementation Strategies to work towards improvements. Staff Survey data is strong with recent positive gains in 'Instructional Leadership' and 'Leaders supporting change'.

- Staff Opinion Survey indicates there has been positive gains. The target is to maintain and improve upon these positive gains into 2016. 'Leaders Support Change' and 'Instructional Leadership' are the key foci and we aim to build on previous positive staff responses and trending of data.

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
<p>Building practice excellence:</p> <p>Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.</p>	<p><u>Achievement:</u></p> <p>Teachers teach to each individual student’s point of need, through the effective use of assessment, feedback and a differentiated curriculum.</p> <ul style="list-style-type: none">• To develop and strengthen teacher capacity in the use of purposeful feedback.• Deepen the use of assessment evidence to customise and improve student learning.• Build the capacity and confidence of teachers to use rich tasks for differentiation. <p><u>Engagement</u></p> <ul style="list-style-type: none">• Extend students’ ownership of, confidence, independence and accountability for their own learning.• A whole school focus on providing a more stimulating learning environment for students which includes an eLearning focus. <p><u>Wellbeing</u></p> <ul style="list-style-type: none">• To implement a consistent, positive behaviour management strategy – building a whole school community culture based on making the values inherent in the ‘School Wide Positive Behaviour Support’ framework, which is explicit for students, staff and parents. <p><u>Productivity</u></p> <ul style="list-style-type: none">• Demonstrate pro-active and robust management of staff performance, including capacity building and evidence based progression against agreed targets.• Enhance a culture of distributed leadership throughout the school so that all staff are able to exercise leadership in the improvement of student outcomes.• Use the Professional Learning Team (PLT) structure to further develop a collaborative culture based on student outcome data and identified priority areas for improvement in teaching practice.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Goals	<p>To foster the achievement of high quality educational outcomes for all students in all curriculum areas, with a particular focus on increasing learning growth in literacy and numeracy.</p>		Targets	<p>Expected student progression of twelve months or more from an established starting point for all students:</p> <ul style="list-style-type: none"> In Literacy – Reading and Viewing, Writing, and Speaking and Listening. In Numeracy - Number and Algebra, Measurement and Geometry, and Statistics and Probability. 		
		12 month targets	<ul style="list-style-type: none"> Student learning to progress twelve months or more from an established starting point in Number, Reading and Spelling. To reduce the Low and Medium Relative Growth in NAPLAN (Grade 3 to 5) to 'below' the State Performance and to increase High growth to at or above the State Performance in Spelling in particular. 			
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>Teachers teach to each individual student's point of need, through the effective use of assessment, feedback and a differentiated curriculum.</p> <ul style="list-style-type: none"> To develop and strengthen teacher capacity in the use of effective feedback. Deepen the use of assessment evidence to customise and improve student learning. Build the capacity and confidence of teachers to use rich tasks for differentiation. 	<p>Build teacher capacity in the use of Instructional Strategies to improve student learning in Literacy and Numeracy.</p> <p>Build teacher capacity in understanding data analysis with a particular focus on Number, Reading and Spelling.</p> <p>Build teacher capacity to cater for the individual learning needs of all students.</p>	<p>Professional Development to further develop best practice strategies based on 'Classroom Instruction that Works' – McRel.</p> <p>Professional Development in data analysis of Standardised assessments (PAT, On Demand), Naplan data and Teacher Judgements focusing on Number and Spelling. Professional Development in teaching at point of need based on individual student data.</p> <p>Professional Development in the Triangulation of data for Reading, Number and Spelling.</p> <p>Professional Development in the use of rich learning tasks in Literacy and Numeracy. Differentiated tasks used to Moderate student work in Number (against the Proficiencies).</p> <p>Implement and embed a whole school approach to teaching vocabulary.</p>	<p>Leadership Team. Team Leaders. PLT Leader and term foci. All staff.</p> <p>Leadership Team. Team Leaders. PLT Leader and term foci. All staff.</p> <p>Leadership Team Team Leaders PLT Leader and term foci All staff</p>	<p>Termly.</p> <p>Mid Year/end of year</p> <p>Termly</p>	<p>Evidence of Instructional Strategies implemented in PLT meeting minutes, Work Programs and Term Planners reflecting an in depth focus of one major strategy per term. Term foci across 2016: Term 1 Academic vocabulary, 2 Number, 3 Reading, 4 Spelling. Evidences for each term foci.</p> <p>Evidence of the data being used to inform planning, teaching and learning in Work Programs, Team Planners and PLT minutes with a focus on Number (Proficiencies) and Spelling. Improved Student Achievement in Fountas and Pinnell data for identified low achieving students.</p> <p>Teacher Judgements and Naplan data comparable to "intake adjusted data".</p> <p>Evidence of differentiated tasks in Work Programs, Term Planners and PLT minutes. Whole School (Proficiencies in Number) Moderation Folder of rich learning tasks for each level. Proficiencies to be used in Planning documentation in Number. Mathematics vocabulary document that explicitly states appropriate and sequenced language for use at each year level. PAT Spelling data to reflect student growth across all cohorts. Vocabulary focus in weekly work programs.</p>	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve the engagement of students in their learning and in their connectedness with the school.	Targets	By 2017, the School Mean for the Attitudes to School and the Parent Opinion Survey, will show improvement in the following measures:		
		12 month targets	<p>Attitude to School Survey:</p> <ul style="list-style-type: none"> • <u>Student Motivation</u> To maintain the upward trend from 4.58 in 2015 which was above the State Mean of 4.56. • <u>School Connectedness</u> To improve performance from the 2015 data at 4.27 (below the State Mean 4.39), to being above the new 2016 State Mean. <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> • <u>Student Motivation</u> To improve performance from the 2015 data at 5.5 (below the State Mean 5.9), to being above the new 2016 State Mean. • <u>School Connectedness</u> To improve performance from the 2015 data at 5.7 (below the State Mean 6.0), to being above the new 2016 State Mean. 		
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>A whole school focus on providing a more stimulating learning environment for students which includes eLearning.</p> <p>Extend students' ownership of, confidence, independence and accountability for, their own learning, (student voice).</p>	<p>Support student engagement and learning through the development and use of ICT across the school.</p> <p>To provide opportunities for Student Voice through learning choice.</p>	<p>elearning programs accessible to all students. (Mathletics, Reading Eggs, Sunshine on Line, e Readers)</p> <p>ICT Professional Development with a focus on engagement and deeper quality student learning.</p> <p>Teachers to support student learning choice on goal setting, learning tasks, groupings, presentation and completion of work.</p> <p>Whole School Survey with a focus on Student Connectedness and Motivation to be analysed and actioned / follow up.</p>	<p>Leadership Team ICT Leader Team Leaders All staff</p> <p>Leadership Team Team Leaders and meetings PLT Leader All staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Data re tracking of student access / use of program use from Mathletics and Reading Eggs. Work programs and Planners to reflect embedded use of e-learning. PLT minutes.</p> <p>Take up rate of accessing Reading Eggs, (with an emphasis on the Spelling component) within the classroom and at home. Usage rates to be recorded across all classes and teams. Staff Meeting sessions to support teacher knowledge and capacity.</p> <p>Published sequential documentation of student voice for whole school, based on the components of McRel in Numeracy and Literacy.</p> <p>Attitudes to School survey results (targets as above).</p> <p>Whole school survey results - Connectedness and Motivation.</p>

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	<p>To implement a consistent, positive behaviour management strategy – building a whole school community culture based on making the values inherent in the 'School Wide Positive Behaviour Support' framework, explicit for students, staff and parents.</p>	Targets	<ul style="list-style-type: none"> To create a safe, orderly secure learning environment for the whole school community and where students become confident, responsible and independent learners. By 2017, the School Mean for the Attitudes to School and the Parent Opinion Survey, will show improvement in the following measures: <ul style="list-style-type: none"> Classroom Behaviour (at or above 3.38 on A.T.S). Classroom Behaviour (at or above 5.13 on P.O.S.). Consistent protocols are embedded across the school to support the 'SWPBS' framework. 		
		12 month targets	<ul style="list-style-type: none"> <u>Classroom Behaviour</u> To improve performance on Attitude to School Survey from the 2015 data at 2.85 to the State Mean (this was 3.38 in 2015). To improve performance on Parent Opinion Survey from the 2015 data at 3.8 to above School Type Mean (was 4.5 in 2015). <u>Student Safety</u> To improve performance from the 2015 data from the 1st Quartile to the 3rd Quartile on the Attitude to School Survey. To improve performance from the 2015 data at 5.2 on the Parent Opinion Survey to above School Type Mean (was 5.5 in 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
<p>To implement a consistent, positive behaviour management strategy – building a whole school community culture based on making the values inherent in the 'School Wide Positive Behaviour Support' framework explicit for students, staff and parents.</p>	Consistently revisit school values.	Values and value characters are highly visible throughout the school, referred to in classroom instruction, team meetings and whole school assembly. SWPBS referenced regularly in the Newsletter.	SWPBS Team. All staff.	Ongoing. Survey scheduled times.	Characters on display in all classrooms and in shared areas of the school. Improvements in data from: <ul style="list-style-type: none"> - Attitudes to School Survey (as above). - School Based Survey. - Parent Opinion Survey (as above).
	Embed a common language in relation to student management and wellbeing.	Behaviour Matrix – visual and referenced. Classroom lessons in weekly work programs. Investigate and trial Mindfulness as part of weekly classroom programs.	All staff.	Ongoing throughout the year.	Behaviour Matrix revised and published. Share Work Programs in Team meetings weekly. Anecdotal /Newsletter feedback from staff, parents and students. Data tracking – inside, classroom, outdoor shared spaces re behaviour.
	Establish Tier II and Tier III support models.	Implement and document processes for Tier II and Tier III. Recording of behaviour related data.	SWPBS Team.	Ongoing.	Develop and implement SWPBS Tier II Behaviour Support Plan.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY						
Goals	To effectively, efficiently and fairly manage resources to deliver the best possible educational experiences and outcomes for all students.		Targets	<ul style="list-style-type: none"> All staff (ES and teaching) have rigorous, measurable goals and targets based on data, embedded in their 2016 performance plans and student learning outcomes. staffPD program used to support this work, recording and tracking staff performance and development. 		
		12 month targets	<ul style="list-style-type: none"> The target is to maintain and improve staff opinion data especially in the areas of 'Leaders Support Change' and 'Instructional Leadership'; to build on previous positive staff responses and trending of data. 			
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	
Demonstrate pro-active and robust management of staff performance, including capacity building and evidence based progression against agreed targets.	Establish a new PLT model as the driver of improved teacher practice and to align with the AIP and PDP processes.	All staff have 2016 AIP aligned Performance Plans, 'signed off' during term 1. Mid cycle and end of cycle used to hold staff to account for PDP implementation. Leadership Team to design, document and implement a new PLT model for 2016.	Principal Leadership Team PLT Leaders All staff	Term I re plans. Ongoing throughout the year.	Completed staff PDP processes. All mid-cycles completed mid-year. Documented PLT 2016 arrangements. Positive staff survey data to reflect acceptance of / support for this work (Academic emphasis up from 75 to 80 and Teacher collaboration 85 to 90 on component score of 100 scale).	
	School structures and staff accountabilities which clearly support collective focus upon full AIP implementation.	Attend Professional Development days as provided by DET. Term audits of AIP, ensuring alignment of effort, implementation and progress.	Leadership Team. All staff involved.	Termly.	Professional Development attended. Term audits completed and documented.	
	Building teacher capacity to prepare for implementation of Victorian Curriculum in 2017.	Collaborative discussions at Team, PLT and staff meetings, related to new Victorian Curriculum.	All staff involved.	Ongoing.	Whole school curriculum plans adapted and documented to integrated emerging Victorian Curriculum, in readiness for 2017 implementation.	
Develop and implement a distributed model of leadership throughout the school.	Build a culture of distributed leadership so that all staff are able to exercise leadership in their roles, as they link to improved student outcomes.	Clarify and document Roles and Responsibilities. Continue to develop and deepen distributive leadership across the school by embedding effective new PLT structures. PLT – teams to address whole school focus areas as determined by data and AIP goals eg: academic vocabulary, triangulation of data, 'Classroom Instruction that Works'(McRel).	Leadership Team. All staff	Termly.	Roles and responsibility documentation. Teacher improvement in pedagogical understandings of classroom instruction that impacts on improved students learning. 'High Reliability Schools' surveys used to monitor effective teaching in all classrooms. PLT minutes reflect whole school focus areas. Staff Survey data responses to improve (teacher collaboration and collective focus on student learning both up 5 points).	

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		
Intervention Reading Program		Improved Student Achievement in Fountas and Pinnell data for identified low achieving students.		Improved Student Achievement in Fountas and Pinnell data for identified low achieving students.	\$24,500 (proposed).	
		Purchase of reading and spelling resources to support student learning.		Use of purchased reading and spelling resources to support student learning.	\$5,928 (proposed).	
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		
Professional Development		Curriculum Day SPELD – Supporting diverse learning needs. Term Two.		Professional Development to build teacher capacity in Instructional Strategies to improve student learning outcomes.	\$4000 (proposed).	
		Development and implementation of whole school processes to support student engagement and learning.		Professional Development to build teacher capacity in Instructional Strategies to improve student learning outcomes.	Led by existing SWPB team.	
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		