2016 Annual Implementation Plan: for Improving Student Outcomes

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Briagolong Primary School
2016

Based on Strategic Plan 2016-2020

Endorsements

Endorsement by School Principal	Signed………………………………………. Name………Joel Fraser………………………. Date………21/3/16……………………………………
Endorsement by School Council	Signed………………………………………. Name………Greg Corbell (President)………………………. Date…………21/3/16…………………………………
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.
Areas for development identified through our school review in November 2015 are based around developing a consistent instructional approach across the school and developing a shared understanding of what high quality teaching looks like and what strategies can be employed in the classroom to impact strongly on student learning outcomes. Other areas for development include providing consistent expectations for students in their application to learning and behaviour across the school. The school has previously been involved in the SWPBS to provide the structure to support consistent practices to behaviour management, however, a refresh of the values, expected behaviours and agreed processes will be aimed at addressing the current inconsistency.

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**
Setting expectations and promoting inclusion	- Evaluate the current SWPBS approach, consult with students, staff and parents and alter expectations of behaviour and reward systems as required. - Relaunch the expected Tier 1 behaviours of students across the school, identifying staff and parent roles to support students. - Monitor the implementation of expected behaviours with students, staff and community.
Curriculum planning and assessment	- Develop and document an agreed teaching and learning approach that articulates a comprehensive instructional model. - Develop high impact practices for using assessment data to target learning tasks to individual student needs.

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ACHIEVEMENT				
Goals	To improve student learning outcomes in all learning areas across the school.	**Targets**	Increase the percentage of students achieving above the expected achievement levels in AusVELS Teacher Judgements for literacy and numeracy. Increase the percentage of students achieving high growth on NAPLAN relative growth assessments from Year 3 to Year 5.	
		12 month targets	Establish staff agreement on suitable assessment tools for each year level and document strategies to use to identify individual students' point of need. Increase the percentage of students achieving above the expected achievement levels in AusVELS Teacher Judgements for literacy and numeracy by at least 15%. Increase the percentage of Year 5 students achieving high growth on NAPLAN relative growth assessments from Year 3 to Year 5, by at least 15%.	

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 and document an agreed teaching and learning approach that articulates a comprehensive instructional model.	Develop a whole of school curriculum document for a sequential and logical implementation of AUSvels. Develop agreement amongst staff regarding the particular programs to be implemented in the literacy curriculum and identify how it looks for each year level.	Allocate time during staff meetings to investigate an appropriate instructional model and plan a logical learning sequence. Source and fund relevant PD to ensure all staff are trained in VCOP Big Write and Investigative Learning.	All staff	Ongoing throughout 2016	- Documented whole of school teaching and learning plan - Common "Big Write" time across classes and student work samples to identify implementation of program - Increased Staff Opinion data in: Teacher collaboration, Guaranteed and viable curriculum, Instructional Leadership, to improve on 2015 results and also match or exceed state results
Build high impact assessment and differentiation practices through collaborative teams and professional learning.	Review assessment tools included in the assessment schedule. Identify effective strategies that will directly link assessment data with planning of lesson sequences. Investigate formative assessment strategies through professional reading	Continue to provide PD through the current PLT meeting structure to develop a shared understanding of effective use of assessment data and formative assessment strategies	All staff	Ongoing throughout 2016	- Evidence of staff agreement contained in PLT logs - Differentiated tasks provided in classroom work programs - Anecdotal evidence of individual student goals and progress towards their achievement - Use of formative assessment strategies observable in the classroom and in work programs

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ENGAGEMENT					
Goals	To have students operating in a stimulating learning environment that connects them to the school and community	**Targets**	Increase opportunities for student voice in years P-6 as measured by the level and frequency of student feedback opportunities and in the AtSS student relationship and teaching and learning variables. Improvement in the variables of connectedness to peers, school connectedness, student distress and student morale in the AtSS.		
		12 month targets	Increased AtSS results: Learning Confidence 4.18 (2015) -> 4.30 Connectedness to Peers 4.09 (2015) -> 4.25 Student Safety 3.90 (2015) -> 4.05 Stimulating Learning 4.04 (2015) -> 4.20 Student Motivation 4.58 (2015) -> 4.70 Teacher Effectiveness 4.62 (2015) -> 4.75 Classroom Behaviour 3.62(2015) -> 3.85 School Connectedness 4.42 (2015) -> 4.55 Teacher Empathy 4.51 (2015) -> 4.65		

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 student engagement strategy that is focused on building positive teaching and learning relationships and continually reinforces the BPS school values.	Review and refine the SWPBS Tier 1 behaviours and expectations across the school. Identify staff roles in the implementation and modelling of expected behaviours. Include student representatives on SWPBS committee to gain student viewpoint. Consult with school community to identify agreed approaches and expectations of learning and behaviour.	Create a SWPBS team that meets to discuss the school's approach. Incorporate the views of students, staff and parents to establish agreed Tier 1 behaviours and expectations. Develop processes for recording instances of student misbehaviour and reward systems. Make behaviour expectations highly visible throughout the school. Reinforce routines and expectations through explicit teaching and weekly values lessons.	SWPBS team – All staff and student representatives All staff	Ongoing throughout 2016 Term 1, 2016	- Evidence of actions around SWPBS behaviours and expectations in meeting minutes - Evidence of behaviour matrix posted around the school. - Increased score in the Tiered Fidelity Inventory for SWBPS - Whole school record of student behaviour issues - Improvement in AtSS data in: Connectedness to peers, School Connectedness, Student distress, Student morale
Provide students with opportunities to have a voice in their learning by giving and receiving feedback, setting goals, reflecting and evaluating their learning.	Formalise a process of student reflection through the development of goals, monitoring progress and evaluation of achievement each term.	Investigate and form agreement on a student self-assessment process. Implement and review process and make changes if necessary. PD focused on teachers responding to students giving feedback about their learning.	All teachers Joel Fraser	Term 3, 2016 Term 3, 2016	- Student goals will be evident in the classroom - Teachers will have a deeper understanding of formative assessment strategies which they employ in the classroom - AtSS data in student relationships and teaching and learning variables to match or exceed the state mean

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WELLBEING			
Goals	To enhance wellbeing by promoting positive and respectful student attitudes towards each other and their learning that are consistent with the schools' values.	**Targets**	Improve the AtSS variables of classroom behaviour, connectedness to peers, student safety and student distress. Improve the POS variables of parent input, stimulating learning, behaviour management, student safety and classroom behaviour.

		12 month targets	Increased AtSS results: Connectedness to Peers 4.09 (2015) -> 4.25
			                               Student Safety 3.90 (2015) -> 4.05
			                               Classroom Behaviour 3.62(2015) -> 3.85
			                               Student Distress 5.97 (2015) -> 6.10
			
			Increase POS data: Parent Input 5.42 (2015) -> 5.55 Stimulating Learning 5.96 (2015) -> 6.05
			                              Behaviour Management 5.25 (2015) -> 5.40 Student Safety 4.50 (2015) -> 4.65
			                              Classroom Behaviour 4.42 (2015) -> 4.55

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 and document an agreed whole school wellbeing plan to build student resilience, develop social skills and include high expectations for classroom and school behaviour.	Provide explicit teaching of Values across all year levels, with direct links to SWPBS behaviours. Teachers to provide consistent implementation and expectations of students. Identify students who require additional support. Ensure all staff understand and implement individual student management plans to provide consistency.	Build on the student leadership program. Allocate time in the timetable for "Values" lessons at a common time throughout the school. Use staff meetings to monitor incidences of student behaviour and develop plans where required.	All staff	Ongoing throughout 2016	- Consistent use of behaviour tracking processes - Consistent application of behaviour management procedures - Improved AtSS data in: classroom behaviour, connectedness to peers, student safety and student distress - Improved POS data in: parent input, behaviour management, student safety, classroom behaviour
Develop procedures that strengthen communication and partnerships with parents and the wider community.	Review processes used to communicate with parents, both formally and informally. Consult parents on a range of school based issues to inform decision making. Provide explanations to parents about how decisions have been made.	Provide forums for parent consultation on issues as they arise.	Joel Fraser	Term 2, 2016	- Improved POS data in: parent input, approachability - Anecdotal evidence of the number of parent helpers assisting in classrooms or during school activities.
Develop a strategy for the transition of new families into the school including those that enrol during the school year.	Develop induction processes to familiarise students and their families around the school. Create a parent group to connect with new families upon enrolment	Allocate resources to provide a bbq/morning tea to welcome new families to the school. Make use of a space at school for parents to meet	Joel Fraser	Ongoing through 2016	- Improved POS data in: Approachability, school connectedness

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PRODUCTIVITY					
Goals	Manage and align the allocation of the existing resources according to school goals and priorities and identified student needs.	**Targets**	Improvement in DET staff and parent surveys as well as school developed feedback mechanisms could be used. For example, staff satisfaction with professional growth, parent opinion of school improvement, facilities and curriculum.		
		12 month targets	Increase Staff survey data: Intellectual Stimulation 69.00 (2015) -> 73.00 Cultural Leadership 69.33 (2015) -> 73.00 Increase POS data: School Improvement 5.69 (2015) -> 5.80 Learning Focus 5.52 (2015) -> 5.65		

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 and annually review a 4-year plan for resourcing that includes priorities identified in the School Strategic Plan, workforce planning and staff and classroom materials.	Allocate resources to areas of priority identified in the School Strategic Plan and monitor the expenditure of each budget area. Ensure school facilities are maintained to support a safe and secure learning environment for our students. Review the effectiveness of programs and budget areas. Align staff performance plans with school goals and priorities	Allot roles of responsibility to all staff to manage specific areas within the school based on our SSP priorities. Consult with staff to review resource allocation to assess the efficiency of resources used.	All staff All staff	February 2016 November/December 2016	- Anecdotal reflection of improvements/changes to school facilities and daily operations. - Improved Staff Survey data in: Collective Efficacy, Collective Responsibility, Teacher Collaboration - Improved POS: Instructional Leadership, Intellectual Stimulation - Documented performance plans will make clear links to school goals

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	