

# 2016 Annual Implementation Plan: for Improving Student Outcomes

3497

## Carlisle River Primary School 2016

Based on Strategic Plan 2014-2017

### Endorsements

Endorsement by School Principal	Signed..... Name: Jeff Douma Date.....
Endorsement by School Council	Signed..... Name: Nick Lucas 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
<b>Excellence in teaching and learning</b>	<p><b>Building practice excellence:</b> Teachers, principals and schools will work together</p> <p><b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</p>
<b>Professional leadership</b>	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
<b>Positive climate for learning</b>	<p><b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say</p> <p><b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
<b>Community engagement in learning</b>	<b>Building communities:</b> 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	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	✓
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	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.

After analysing our data using spa it is evident that the greater percentage of our students are achieving at level or above but the relative growth is below expected level . To meet targets we will focus on building teachers capacity to build assessment and planning to cater for the needs of all children from prep to year 6 ensuring expected growth is achieved.

Issues that we need to address:

- Particular attention needs to be paid to the selection of assessments and timing for best use.
- A common language and agreement around selection of assessments. Eg Ondemand use grade level of child to select test
- Do we place a student on PAT tests according to the percentage of correct answers. If a child gets 70% do we place them on the next test, if they get 90% do we place them 2 tests above...then they are out of the grade level for the test and there are no stanines to compare results ...how do you show relative growth
- How do we show growth of a cohort when they complete different assessments?
- How do we ensure all students are being taught to their point of need?

### 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
Building practice excellence	Build teaching capacity to use assessment data to inform planning to individual student's point of need
Curriculum planning and assessment	Ensure full implementation of the Victorian Curriculum F-10 (AusVELS update) with a focus on literacy and numeracy

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT Goals		Targets				
To improve the learning growth and achievement of every student		12 month targets	<p>All students achieve more than one year's growth in literacy and numeracy annually</p> <p>(Each student's benchmark data for Literacy and Numeracy to be recorded at the beginning of each year of this SP and an individual target set in each AIP. This will be done anonymously. This journey will be used after the four year period to track student growth)</p> <p><b>100% of non-PSD students make at least expected growth against Aus Vels (Victorian Curriculum F-10)</b></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>Embed a whole school approach to the use of data and evidence to track the progress of every student inform action and create individual learning plans for each student.</p> <p>Build the teacher capacity to improve student outcomes through structured professional learning</p>	<p>Explore NAPLAN &amp; On Demand skills/item analysis. Link to ILPS planning and instructional decisions to achieve student learning growth</p> <p>Record all data on SPA and use to guide setting of individual targets</p> <p>Planned professional learning to target literacy and numeracy use of data to differentiate the learning for students</p>	<ul style="list-style-type: none"> <li>ILPs and curriculum have clear links to Naplan and OndDemand data analysis</li> <li>Purchase PAT online assessment \$3,000</li> <li>Renew SPA Standard licence <b>\$100</b> SPA training \$ 400</li> <li>Moderation of similar tasks with local schools built into the schedule of moderation</li> <li>School visits each term to observe classroom practice Bus hire \$200 x 4</li> <li>Implement new reporting program- accelurus <b>\$600</b> per annum &amp; Training <b>\$600</b></li> </ul>	<p>Whole staff</p> <p>Principal</p> <p>Principal</p> <p>Whole staff</p> <p>Whole staff</p> <p>Principal</p>	<p>Ongoing</p> <p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Once a term</p> <p>Semester 1</p>	<p>Online testing completed as per assessment schedule for Maths, Reading , Spelling and Vocabulary . Data analysed and evidence of use of data in teacher planning.</p> <p>Students undertaking PAT online assessment – with data entered into SPA and analysed.</p> <p>Data entered into SPA and staff fully confident in analysing data</p> <p>Moderated writing collated and used to plan individual writing goals for all students.</p> <p>Staff identify and trial good practice from observation visits. Reflections to be shared at staff meetings</p> <p>All staff trained to use the new reporting system</p>	

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT Goals		Targets				
KIS	Build opportunities for increased student voice and ownership of their own learning	By end of 2016 the <i>Teaching and Learning</i> variable scores on the Student Attitudes to School Survey to improve to be above the 50 <sup>th</sup> percentile as plotted against all schools.				
		12 month targets	By 2016 the <i>Teaching and Learning</i> variable scores on the Student Attitudes to School Survey to improve to be above the 50 <sup>th</sup> percentile as plotted against all schools.			
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 a stimulating learning environment that engages and challenges students in their learning and fosters positive wellbeing in every individual.	Develop processes for students to 'own' and manage their own learning data	Write up ILPs with student's input	Student/teacher	Semester 2	ILPs working effectively across the year for each student. Students can articulate their learning at Parent/ Student/ Teacher interviews	
	Further develop opportunities for students to interact with students from other school through formal and informal networks	Funding made available to transport students to various schools. Using the Classroom Practice Continuum and peer observation	Principal (Funding) whole staff – peer observation	Termly	Visits to CAR schools and this to be formally noted. Specific focus for each visit	




# Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>	Build a stimulating learning environment that engages and challenges students in their learning and fosters positive wellbeing in every individual.	<b>Targets</b>	To develop the capacity of students to be resilient and responsible members of the school community who are fully prepared for their next stage of schooling		
		<b>12 month targets</b>	To develop the capacity of students to be resilient and responsible members of the school community who are fully prepared for their next stage of schooling		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
Strengthen communication and partnerships with parents and the wider community.	Engage Parents actively in their child's learning	Students to create their own learning portfolio to display at semester 2 interviews	Students & staff	Semester 2	Formal meeting with parents held once a year to review student progress and learning plans (Parent/Teacher/Student interviews)

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<b>PRODUCTIVITY Goals</b>		<b>Targets</b>				
To improve student outcomes in Literacy and Numeracy.			All students, deemed capable, Prep-Year 6 to achieve at or above the expected level for Literacy and Numeracy in all assessments by 2016. Reduce the percentage of students Prep-Year 6 deemed capable below the expected level for Literacy and Numeracy to <b>zero</b> in all assessments by 2016. The matched cohorts in NAPLAN at Year 5 to improve to have all areas above the state mean scaled score growth by 2016.			
		<b>12 month targets</b>	All students, deemed capable, Prep-Year 6 to achieve at or above the expected level for Literacy and Numeracy in all assessments by 2016. Reduce the percentage of students Prep-Year 6 deemed capable below the expected level for Literacy and Numeracy to <b>zero</b> in all assessments by 2017. The matched cohorts in NAPLAN at Year 5 to improve to have all areas above the state mean scaled score growth by 2017.			
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>	
To improve student outcomes in Literacy and Numeracy	<ul style="list-style-type: none"> <li>Review and implement agreed whole school assessment schedule, data management practices and feedback mechanisms</li> </ul>	Allocate \$1500 of equity funding for: <ul style="list-style-type: none"> <li>CRT release</li> <li>Purchase of resources for assessment and reporting.</li> </ul>	Principal	As required throughout the year  End of February	<ul style="list-style-type: none"> <li>Attendance at schools and professional development as timetabled.</li> <li>Assessment resources used as part of the assessment schedule and regularly as part of curriculum development. Teachers planning explicitly uses pre and post test results. All children (non-PSD) achieve at or above expected growth over 12 months.</li> </ul>	

# 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	