

# 2016 Annual Implementation Plan: for Improving Student Outcomes

4922

## Karingal Primary School 2016

Based on Strategic Plan 2016 - 2019

### Endorsements

Endorsement by School Principal	Signed..... Name.....Karen Luff..... Date.....23 <sup>rd</sup> March, 2016.....
Endorsement by School Council	Signed..... Name.....Lisa Agar..... Date.....23 <sup>rd</sup> March, 2016.....
Endorsement by Senior Advisor	Signed..... Name.....Dennis Pratt..... Date.....23 <sup>rd</sup> March, 2016.....

### 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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<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
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<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
Community engagement in learning	<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:	
<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>The Initiatives were selected as a result of the following evaluations and diagnoses that took place throughout 2015: the Peer Review, the Panel day process, School Summary Reports, Student Attitudes to School Survey data, Attendance data and the Staff Opinion Survey. By focusing on the following areas:</p> <ul style="list-style-type: none"> <li>Effective teaching is the single biggest determinant of student improvement in the school. Having commonality of ideals and operations for Karingal Primary School ensures that all aspects of the learning environment both tangible and /intangible are known and understood. It establishes pathways for clear and purposeful communication within a culture of respect and inclusiveness. What teachers do in the classroom and how they interact with students is vital.</li> <li>Building the enthusiasm and curiosity of students in the school environment and increasing student voice by supporting and preparing students to take ownership of their learning, then students will be more confident in their learning and motivated to achieve.</li> <li>Empower students - If we teach students to be resourceful, resilient and reflective then they can be confident as learners.</li> <li>Empower staff - If we adopt a professional learning community approach to working together with common whole school language, then staff will have a clear process for collaborative and consistent pathway to success and the time and support needed for all to achieve.</li> </ul>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
<p><b>Excellence in teaching and learning</b></p> <ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Curriculum planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>To develop a pedagogical model</li> <li>To develop and document a whole school approach to curriculum delivery</li> <li>To develop whole school assessment practices to inform future learning</li> </ul>
<p><b>Positive climate for learning</b></p> <ul style="list-style-type: none"> <li>Setting expectations and promoting inclusion</li> </ul>	<ul style="list-style-type: none"> <li>To develop a whole school culture of pride</li> <li>To develop student's ability to monitor, evaluate and guide their learning</li> <li>To develop a whole school approach to social and emotional learning</li> <li>To review and embed the school vision and values and the process of dissemination</li> <li>To create a whole school approach to behaviour management</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To embed a culture of high quality instructional practice	Targets	[insert from SSP] TBC		
		12 month targets	For each student to achieve a minimum of one year's growth in Number, Reading and Writing (as measured by AusVELS/Victorian Curriculum) during each school year		
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
To develop a pedagogical model	- Introduce the Patrick Griffin Professional Learning Team model	- Timetable PLTs within planning time during the week, have AP attend meetings, create a structured agenda around student learning and data, adhere to this agenda in meetings	AP and Year level teams	Introduction January 2016 – implemented into weekly timetable	Professional Learning Teams operating on a weekly basis that demonstrate evidence of collaborative planning and effective use of student achievement data to drive curriculum planning and improvement in student outcomes  Individual teachers using the data effectively to meet student's learning needs and differentiate the curriculum accordingly  Student achievement data will be analysed and this will inform curriculum content being taught in the classroom, based on continuums of learning. Teachers will measure the growth of student learning based on their movement along the continuums
	- Develop agreed understandings for a whole school Teaching and Learning framework	- Through consultation with staff develop agreed practices for Teaching and Learning in Literacy and Numeracy – document this and create a list of Non-Negotiables	AP and Principal	End of 2016	Preparation of consistent planning documentation in Literacy and Numeracy and whole school agreed approach to implementation in the classroom
To develop and document a whole school approach to curriculum delivery	Implementation and consistent delivery of a whole school approach to the teaching of Writing	Implement VCOP and Big Write as part of the teaching and learning framework in all classes F-6 and provide Professional Development and support  Develop a clearly documented and understood whole school scope and sequence in writing	Literacy Co-ordinator, Literacy Team and Classroom Teachers	Throughout all of 2016  By end of Term 1, 2016	Through the use of criterion scales there will be an expectation of 12 months growth in writing for all students VCOP and Big Write will be documented in curriculum planning and work programs There will be visual representations in classroom Use data to continually plan and monitor progress Will be evident in PLT discussions and Performance and Development Plans
	Track and respond to student data in reading and writing in all year levels (PLTs), in particular the measurement of student growth	Implement BRIDGES intervention program for students deemed at risk 12-18months below in years 1-3  Implement further Speech assistance through an enhanced Speech Therapy Assistance program for students identified at risk, in consultation with DET Speech Pathologist	Literacy Coordinator, ES – Integration staff that are trained  Speech Pathologist and trained ES staff	Commence early 2016  Commence early 2016	BRIDGES program is running on a weekly basis with targeted students Data will be collated, analysed and responded to  STA program is running on a weekly basis with targeted students Data will be collated, analysed and responded to
		Trial the CAFÉ reading model across all classrooms F-6	All classroom teachers	Commencing Term 2, 2016	Every staff member has had Professional Learning opportunities for CAFÉ and trialling it in classrooms Will be evident in PLT discussions and Performance and Development Plans
					Throughout 2016 Every staff member has had Professional Learning opportunities for

	<p>Familiarise all teachers with the new Victorian Curriculum (VC)</p> <p>Implementation and consistent delivery of a whole school approach to the teaching of Number</p>	<p>Provide Professional Development, and create common understandings of VC</p> <p>Create and document a whole school approach to the teaching of Number - What does a one hour maths lesson look like? How are we pre and post assessing? – George Booker teaching model?</p> <p>Consistent and agreed use of mathematical and Literacy language F-6</p>	<p>AP and Principal with staff</p> <p>Numeracy Co-ordinator and Numeracy Team with classroom teachers</p> <p>Literacy and Numeracy Teams</p>	<p>Commence Term 1 2016 and continue developing throughout the year</p> <p>By the end of 2016</p>	<p>developing common understandings Documentation of VC outcomes commenced in work programs and curriculum documentation</p> <p>Have documented 'I Can' statements in continuums of learning for all areas of Number, with pre and post tests to match most areas of Number On Demand Testing to be conducted Year 3 – 6, inclusive of students in Year 2 achieving at Year 3 in Number &amp; Algebra. Individual student growth to be measured over semester one and two, which will inform teacher practice to improve student outcomes</p> <p>Have a documented consistent and agreed Mathematics and Literacy language that is implemented in classrooms by all teachers</p>
<p>To develop whole school assessment practices to inform future learning</p>	<p>Have a whole school consistent approach to assessment practices</p> <p>Introduce common assessment tasks in Writing and Number</p>	<p>Revisit and create a whole school assessment schedule</p> <p>Introduce Patrick Griffin's Professional Learning Team model - weekly year level meetings - for formative assessment, ongoing data tracking, consistent practices for future learning and triangulate student data</p> <p>Literacy and Numeracy AIP teams to</p> <ul style="list-style-type: none"> <li>- create and implement common assessment tasks</li> <li>- monitor and track data</li> <li>- share information through PLTs</li> </ul>	<p>Assessment &amp; Reporting Co-ordinator in consultation with AP</p> <p>AP and classroom teachers</p> <p>Literacy and Numeracy Co-ordinators</p>	<p>Early Term 1, 2016</p> <p>Introduction January 2016 – implemented into weekly timetable</p> <p>End of Semester 1</p>	<p>A non-negotiable whole school assessment schedule that is documented and made available to all staff</p> <p>Professional Learning Teams operating on a weekly basis that demonstrate evidence of collaborative planning and effective use of data to drive curriculum planning</p> <p>Moderated tasks are being used school wide, being moderated against and that are documented in work programs. Samples can be viewed by peers.</p>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals		Targets	[insert from SSP] TBC		
		12 month targets	Ensure an upward trend of growth using 2015 Attitudes to School Survey data and improve:		
					<ul style="list-style-type: none"> <li>• School Connectedness from 4.34</li> <li>• Learning Confidence from 4.07</li> </ul>
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
To develop a whole school culture of pride	Invest in 'Real Schools' to be guided in building a whole school culture	Implement the strategies as guided by Adam Voigt and the Real Schools team	All School Staff	Continuing throughout 2016	Whole school agreement, accountability and implementation of suggestions from Adam Voigt Improvement in Staff Opinion Survey result from 2015 – 2016 in the areas of: <ul style="list-style-type: none"> <li>- Trust in colleagues</li> <li>- Teacher collaboration</li> </ul>
To develop student's ability to monitor, evaluate and guide their learning	Create continuums of learning in Writing and Number with student friendly language	Literacy and Numeracy teams: Literacy – Create and implement VCOP writing continuums Numeracy – Create and implement Number writing continuums based on AusVELS/VicCurric	Literacy and Numeracy Co-ordinators and teams	Literacy – by end of Term 1  Numeracy – continuously being developed throughout 2016	Evidence of students demonstrating increasing responsibility for their learning for setting and reviewing personal learning goals, with the use of Learning Journals Students trialling the measurement of their own progress in writing and number through the use of Criterion Scales and continuums of learning
	Develop growth mindset to increase student voice in their learning and be motivated to achieve	Provide Professional Development around growth mindsets  Teachers guide students to write goals and evaluate these based on continuums in writing and number	Principal and AP  Classroom Teachers	Semester 1, 2016  Semester 2, 2016	Evidence of celebration of student participation and success in their learning  Student Motivation on the Attitudes to School Survey will have increased in growth, from 2015 - 2016

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<b>WELLBEING</b>					
<b>Goals</b>	To build a positive and supportive whole school climate	<b>Targets</b>	[insert from SSP] TBC		
		<b>12 month targets</b>	<b>Ensure an upward trend of growth using 2015 Attitudes to School Survey data and improve:</b> <ul style="list-style-type: none"> <li>• <b>Student Safety from 3.65</b></li> <li>• <b>Classroom Behaviour from 2.66</b></li> </ul> <b>Improvement in Student Absence data from 17.82 days on average per student</b>		
<b>KIS</b>	<b>ACTIONS:</b> what the school will do	<b>HOW</b> the school will do it (including financial and human resources)	<b>WHO</b> has responsibility	<b>WHEN</b> timeframe for completion	<b>SUCCESS CRITERIA:</b> Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To develop a whole school approach to social and emotional learning	Find and then implement a Social Emotional Wellbeing program that fits with Karingal PS's values	Develop a whole school approach that will be implemented in all classrooms F-6, based on the Social Emotional program chosen, including the introduction of a whole school common language  Ensuring students have the tools and skills to develop positive and self-regulating behaviours	Kids Matter/Wellbeing Team as drivers and All Staff	Commence investigations Term 1 2016  Begin to implement program Semester 2, 2106	Program being adopted and trialed across the school Student Distress and Student Morale in Attitudes to School Survey will have demonstrated increased growth from 2015 – 2016
To review and embed the school vision and values and the process of dissemination	Review School Vision and Values  Develop whole school consistency in the implementation and understanding of School Vision and Values	Provide Professional Development revise school vision and values  Implement School Vision and Values schoolwide	Principal and AP with Kids Matter team  All school staff	Term 1, 2016  Throughout 2016	Vision and Values will have been revised and embedded across the school – both visually and in an agreed whole school language The Staff Opinion Survey will show improvement in Professional Learning: Collective Participation and Coherence
To create a whole school approach to behaviour management	Consistency in the development, implementation of and adherence to whole school behaviour expectations  Build on teacher's understanding of positive classroom behaviour and engagement practices	Collaboratively create consistent language and expectations F-6 for behaviour management and whole school curriculum  Use recommendations from Adam Voigt (Real Schools) for best practice	All School Staff	Commence Term 1, 2016 and implement by end of Semester 1	School Values will have matching School rules that are implemented and understood school wide  A stepped behaviour management approach is embedded and used regularly with all members of staff accountable  Student safety and Classroom Behaviour in Attitudes to School Survey will have demonstrated increased growth from 2015 – 2016  Implementation of Sub-School Co-ordinator roles to assist in behaviour management

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To allocate resources (human, financial, time, space and materials) to maximise student achievement, engagement and wellbeing through a focus on high quality teacher practice	Targets	Sustainable workforce plan and leadership positions		
		12 month targets	Whole school professional learning plan that is reflected in staff performance plans		
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
<b>Create a whole school culture of accountability and feedback</b>	Review and embed administrative and leadership structure and function	Workforce planning to ensure sustainability of personnel and costs. Investigation into possible leadership/ Administrative models	Principal, leadership team and Business Manager	End of Semester 1	Completed documentation pertaining to role descriptions, work flow, timelines and professional learning  Staff involvement in the implementation of the AIP: Student Achievement, Engagement and Wellbeing should result in improvement in Student Outcomes as outlined in the Success Criteria
<b>To adequately resource the support and development of high quality teacher practice</b>	Evaluate opportunities for leadership succession planning	Investigate existing aspiring leaders programs  Provide budgetary allocation of for Special Payments  Create specific leadership opportunities around professional learning  Allocating budgets to AIP coordinators and extra time release to fully implement the whole school initiatives.	Leadership team	Ongoing over course of 2016	Whole school professional learning plan  Staff involvement in the implementation of the AIP: Student Achievement, Engagement and Wellbeing should result in improvement in Student Outcomes as outlined in the Success Criteria
<b>Build the capacity of all school staff to develop and implement strategies for transformation</b>	Develop mandated goals for staff performance plans directly linked to new SSP and DET initiatives	Follow DET guidelines and process Formation of a Professional Learning team in conjunction with leadership succession planning	Principal and PL team	End Semester 2	Successful completion of goals by all staff  Staff involvement in the implementation of the AIP: Student Achievement, Engagement and Wellbeing should result in improvement in Student Outcomes as outlined in the Success Criteria

# 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		



