

2016 Annual Implementation Plan: for Improving Student Outcomes

4314

Chatham Primary School 2016

Based on Strategic Plan 2016 - 2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed </p> <p>Name: Stephen ROTHWELL Date 24th March 2016</p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name: John DOYLE Date 24th March 2016</p>
<p>Endorsement by Senior Advisor</p>	<p>Signed </p> <p>Name: Sharon Saitlik Date 24th March 2016</p>

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
<p>Excellence in teaching and learning</p>	<p>Building practice excellence: Teachers, principals and schools will work together</p> <p>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</p>
<p>Professional leadership</p>	<p>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</p>
<p>Positive climate for learning</p>	<p>Empowering students and building school pride: Schools will develop approaches that give students a greater say</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
<p>Community engagement in learning</p>	<p>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</p>

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:	
<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>After completing the school' self-reflection and review in late 2015 it was decided to take a new direction for the school by joining the Department's New Pedagogies in Deep Learning initiative. This will provide the school with a new instructional framework and assessment criteria around the 6 C's of Collaboration, Critical Thinking, Creativity, Citizenship, Communication and Character. This will include embedding digital technologies into classroom practice to accelerate, amplify and add value to learning. It will help establish a climate and culture for learning – interactive learning environments where students are deeply engaged and motivated through a fusion of proven pedagogical practices and emerging innovative practices. We will continue to have a strong focus on Literacy and Numeracy with a particular emphasis in developing stronger consistency in moderation of student work through teacher judgments and improving the NAPLAN Relative Growth Data from Yr 3 to Yr 5, in particular moving the percentage of students into the higher growth area in Reading and Numeracy. Classroom behaviour and Student Distress were also the lowest areas in the Attitude to School Survey it was agreed to introduce a whole school approach to student welfare and management through Restorative Practices.</p>	
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
Building practice excellence	<ul style="list-style-type: none"> • Continue to build teacher capacity to implement the school's Literacy and Numeracy through teacher teams, coaching and other means. • Implementation of New Pedagogies for Deep Learning program from Grades 2 - 6
Curriculum planning and assessment	<ul style="list-style-type: none"> • Implementation of New Pedagogies for Deep Learning program from Grades 2 - 6
Building leadership teams	<ul style="list-style-type: none"> • Continue to build teacher capacity to implement the school's Literacy and Numeracy through teacher teams, coaching and other means
Empowering students and building school pride	<ul style="list-style-type: none"> • Implementation of New Pedagogies for Deep Learning program from Grades 2 – 6 • Implementation of a Whole School Restorative Approach to Behaviour Management

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																					
Goals	To Improve learning outcomes for students from Prep to Year 6 in Literacy and Numeracy	Targets	<ol style="list-style-type: none"> All deemed capable students to make at least one Victorian Curriculum level progress in every year as measured by teacher judgments An annual increase in the Percentage of A and B grades measured by teacher judgments for each cohort as they progress through the school The Year 3 to 5 NAPLAN matched cohort growth will match or exceed the Match School Mean in the areas of Reading, Writing and Numeracy. The Year 3 to 5 NAPLAN matched cohort relative gain growth will improve in the High Band for Reading Decrease the percentage of deemed capable Year 3 and Year 5 students at or below the National Benchmarks to zero. In line with "the Education State targets" – to increase the percentage of Year 5 students performing in the top 2 NAPLAN bands in Reading, Writing & Numeracy by 25% by 2019. 																																																		
		12 month targets	<ol style="list-style-type: none"> All deemed capable students to make at least one Victorian Curriculum level progress from December 2015 to December 2016 as measured by teacher judgments An annual increase in the Percentage of A and B grades measured by teacher judgments for each cohort as they progress through the school. <table border="1"> <thead> <tr> <th>Reading</th> <th>2015 Benchmark</th> <th>2016 Target</th> </tr> </thead> <tbody> <tr> <td>A grading</td> <td>27%</td> <td>28%</td> </tr> <tr> <td>B grading</td> <td>35%</td> <td>36%</td> </tr> <tr> <td>Total % Above</td> <td>62%</td> <td>64%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing</th> <th>2015 Benchmark</th> <th>2016 Target</th> </tr> </thead> <tbody> <tr> <td>A grading</td> <td>13%</td> <td>14%</td> </tr> <tr> <td>B grading</td> <td>38%</td> <td>39%</td> </tr> <tr> <td>Total % Above</td> <td>51%</td> <td>53%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Numeracy</th> <th>2015 Benchmark</th> <th>2016 Target</th> </tr> </thead> <tbody> <tr> <td>A grading</td> <td>13%</td> <td>14%</td> </tr> <tr> <td>B grading</td> <td>43%</td> <td>44%</td> </tr> <tr> <td>Total % Above</td> <td>56%</td> <td>58%</td> </tr> </tbody> </table> <ol style="list-style-type: none"> The Year 3 to 5 NAPLAN matched cohort growth will match or exceed the State mean in Reading, Writing and Numeracy <table border="1"> <thead> <tr> <th></th> <th>2015 Benchmark Matched School Mean</th> <th>2015 Actual</th> <th>2016 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>531</td> <td>519</td> <td>524</td> </tr> <tr> <td>Writing</td> <td>513</td> <td>511</td> <td>512</td> </tr> <tr> <td>Numeracy</td> <td>532</td> <td>530</td> <td>531</td> </tr> </tbody> </table>	Reading	2015 Benchmark	2016 Target	A grading	27%	28%	B grading	35%	36%	Total % Above	62%	64%	Writing	2015 Benchmark	2016 Target	A grading	13%	14%	B grading	38%	39%	Total % Above	51%	53%	Numeracy	2015 Benchmark	2016 Target	A grading	13%	14%	B grading	43%	44%	Total % Above	56%	58%		2015 Benchmark Matched School Mean	2015 Actual	2016 Target	Reading	531	519	524	Writing	513	511	512	Numeracy	532
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4. The Year 3 to 5 NAPLAN matched cohort relative gain growth will match or exceed the State mean in the High Band for Reading and Numeracy

	2015 High Band Benchmark	2015 Actual	2016 Target
Reading	24.4%	21.7%	22.4%
Numeracy	24.3%	17.7%	19.4%

5. Decrease the percentage of deemed capable Year 3 and Year 5 students at or below the National Benchmarks to zero. Currently 3.5% Yr 3 & 5.7% Yr 5 - 2019 - 0% Yr 3 & Yr 5

	2015 Benchmark		2016 Target	
	Yr 3	Yr 5	Yr 3	Yr 5
Reading	0.0%	1.4%	0.0%	0.0%
Writing	1.8%	0.0%	0.0%	1.7%
Numeracy	1.7%	0.0%	0.0%	1.7%
Grammar & Punctuation	0.0%	2.9%	0.0%	0.0%
Spelling	0.0%	1.4%	0.0%	0.0%
% Total	3.5%	5.7%	0.0%	3.4%
Yr 3 & 5 % Total	8.2%		1.7%	

6. In line with "the Education State targets" - to increase the percentage of Year 5 students performing in the top 2 NAPLAN bands by 25% by 2019.

- Reading - 48% in 2015 to 51% in 2016
- Writing - 32% in 2015 to 40% in 2019
- Numeracy - 52% in 2015 to 65% in 2019

	2015	2016
Reading	48%	51%
Writing	32%	35%
Numeracy	52%	56%

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>Continue to build teacher capacity to implement the school's Literacy and Numeracy through teacher teams, coaching and other means</p>	<ul style="list-style-type: none"> Implement the Victorian Curriculum progressions in Literacy & Numeracy Assistant Principal to brief and mentor level leaders Release LT for Literacy and Numeracy coaching and mentoring Release LT for level planning in Literacy and Numeracy 	<ul style="list-style-type: none"> Undertake professional learning and audit against school curriculum of the Victorian Curriculum Ensure that level meetings are regularly timetabled and that a collective responsibility is built through regular moderation of student work Ensure that full day planning sessions are organised before each term Continue whole instructional model through professional growth using a cycle of inquiry Provide 1 day a week for Literacy or Numeracy leader to be released for coaching, mentoring and assisting with planning Review & introduction of a new Reporting system 	<ul style="list-style-type: none"> Principal – staffing & level leader selection Assistant Principal – timetables & level leader meetings Leading Teachers – Literacy & Numeracy Coordinators – curriculum audit, introduction of Victorian Curriculum, professional learning, coaching, mentoring, planning Level Leaders – introduction of curriculum, driving data & planning 	<ul style="list-style-type: none"> Jan 2016 Dec 2016 Dec 2016 Dec 2016 	<ul style="list-style-type: none"> Mid Year and End of Year Student Reports reflect new criteria for the Victorian Curriculum in Literacy and Numeracy compared to 2015 student Reports Agendas are produced for every level leader briefing which are held at least 5 times a term from Term 2, 2016 Literacy and Numeracy coaches' have worked in every classroom across the school at least twice over the year as reflected by their diary notes The Teacher Collaboration area of the Staff Survey will increase from 501 (2015) to => than 526 and the percentage of endorsement increases from 74% (2015) => than 80%

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ENGAGEMENT																																		
Goals	To develop curious and creative students who are highly engaged and connected to their learning.	Targets	1. To maintain Student Attitudes to School measures mean scores above four on the five point scale and at least in the top 75% of all school scores in the Teaching and Learning section.																															
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Implementation of New Pedagogies for Deep Learning program from Grades 2 - 6	<ul style="list-style-type: none"> Participate in the New Pedagogies in Deep Learning program & available Professional Learning opportunities Implement the 6 C's Curriculum Framework of NPDL Meet all accountability requirements of NPDL program Provide more opportunities for students to have a voice and choice in their own learning 	<ul style="list-style-type: none"> Releasing staff to NPDL professional learning sessions Change of pedagogy through our involvement with the NPDL program Utilise and improve ICT resources and access for students and teachers Ensure that ICT is embedded in all areas of the curriculum Targeted ICT & NPDL PD for teachers Developing stronger links & rich tasks with wider & global community Develop a more consistent approach to inquiry learning based on NPDL framework Facilitate professional learning on the Collaborative Learning Cycle and Deep Learning Competency Framework Participation in at least 2 Collaborative Inquiry Cycles 	<ul style="list-style-type: none"> Principal All Staff, NPDL Leaders & Leadership Team Principal, ICT coord & Tech All Staff, NPDL Leaders & Leadership Team All Staff, NPDL Leaders & Leadership Team NPDL Lead Teachers and all staff NPDL Lead Teachers and all staff NPDL Lead staff 	<ul style="list-style-type: none"> Dec 2016 	<ul style="list-style-type: none"> Establish School Benchmarks in Learning Partnerships, Learning Environment, Pedagogical Practices & Leveraging Digital by all teachers undertaking the NPDL Teacher Assessment Survey Establish Audit Benchmarks for current Concept Planning documents around Learning Partnerships, Learning Environments, Pedagogical practices – learning & teaching strategies & Leveraging Digital by undertaking the NPDL Learning Design Rubric Establish School Benchmarks for Vision & Goals, Leading Deep Change, Creating & Learning Culture, Capacity Building, New Measures & Evaluation and Leveraging Digital by all staff undertaking the NPDL School Conditions for Deep Learning Rubric Submit at least one deep learning task as exemplars each semester to the NPDL website Establish 3 way interview process for all grades in Years 5 & 6 for mid-year interviews. All grades to have moved to from Student Learning Journals to Digital Portfolios by June 2016. Provide Professional Learning opportunities in NPDL for at least 50% of all staff from Years 2 – 6 as evidenced by Professional Learning Data Base Improve the following Professional Learning areas of the Staff Survey <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin-top: 10px;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="font-weight: normal;">PROFESSIONAL LEARNING</th> <th style="font-weight: normal;">2015 Actual</th> <th style="font-weight: normal;">2016 Target</th> </tr> </thead> <tbody> <tr style="background-color: #d9e1f2;"> <td colspan="3">School Level</td> </tr> <tr> <td>Overall Score</td> <td>501</td> <td>526</td> </tr> <tr> <td>% Endorsement</td> <td>74%</td> <td>76%</td> </tr> <tr style="background-color: #d9e1f2;"> <td colspan="3">Applicability of PL</td> </tr> <tr> <td>Overall Score</td> <td>548</td> <td>550</td> </tr> <tr> <td>% Endorsement</td> <td>78%</td> <td>80%</td> </tr> <tr style="background-color: #d9e1f2;"> <td colspan="3">Active Participation</td> </tr> <tr> <td>Overall Score</td> <td>531</td> <td>535</td> </tr> </tbody> </table>	PROFESSIONAL LEARNING	2015 Actual	2016 Target	School Level			Overall Score	501	526	% Endorsement	74%	76%	Applicability of PL			Overall Score	548	550	% Endorsement	78%	80%	Active Participation			Overall Score	531	535		
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							% Endorsement	71%	75%	
							Feedback			
							Overall Score	448	470	
							% Endorsement	51%	60%	

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WELLBEING																													
Goals	To develop resilient students who demonstrate attitudes and behaviours consistent with our school values	Targets	To maintain the Student Attitudes to School mean scores for the following measures in at least the 50% of all school scores <ul style="list-style-type: none"> Classroom behaviour (at and above 4 on the 5 point scale) Connectedness to peers (at and above 4 on a 5 point scale) Student Safety 																										
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Implement a Whole School Restorative Approach to Behaviour Management	<ul style="list-style-type: none"> Reach a whole school agreement around the introduction of a Restorative Practice approach All staff will implement the agreed strategies around a Restorative Practice approach 	<ul style="list-style-type: none"> Staff to undertake further Professional Development around this approach Provide release time for dedicated teacher to conduct Yoga sessions to specific classes Develop Essential Agreements at a subject, class and school level Undertake professional learning around mindfulness strategies. Review School Values and Vision Statement 	<ul style="list-style-type: none"> Wellbeing coordinator Teacher All staff All staff Whole School 	<ul style="list-style-type: none"> Term 1 2016 Term 2 2016 Term 1 2016 Dec 2016 Mid Term 1 2016 	<ul style="list-style-type: none"> Class rules (2015) are replaced by Essential Agreements for every grade in the school Class rules (2015) are replaced by Essential Agreements for every Specialist Program in the school New areas of Essential Agreements being established are documented across the school A whole school Essential Agreement is established for 2016 School Values have been reviewed and edited to reflect whole school community views 																								

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PRODUCTIVITY																					
Goals	Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and well-being.	Targets	<p>1. All deemed capable students to make at least one Victorian Curriculum level progress from December 2015 to December 2016 as measured by teacher judgments</p> <p>2. Increase the percentile scores in the Parent Survey in the following areas :-</p> <ul style="list-style-type: none"> • Stimulating Learning • Learning focus • Behaviour Management • General Satisfaction 																		
		12 month targets	<p>Increase the percentile scores in the Parent Survey in the following areas :-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; background-color: #f4a460;">2015 Actual</th> <th style="width: 35%; background-color: #f4a460;">2016 Targets</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f4a460;">Stimulating Learning</td> <td style="text-align: center;">42.7%</td> <td style="text-align: center; color: green;">50%</td> </tr> <tr> <td style="background-color: #f4a460;">Learning Focus</td> <td style="text-align: center;">35.9%</td> <td style="text-align: center; color: green;">50%</td> </tr> <tr> <td style="background-color: #f4a460;">Behaviour Management</td> <td style="text-align: center;">67.5%</td> <td style="text-align: center; color: green;">70%</td> </tr> <tr> <td style="background-color: #f4a460;">General Satisfaction</td> <td style="text-align: center;">47.7%</td> <td style="text-align: center; color: green;">50%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>				2015 Actual	2016 Targets	Stimulating Learning	42.7%	50%	Learning Focus	35.9%	50%	Behaviour Management	67.5%	70%	General Satisfaction	47.7%	50%	
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To align resources to ensure the strategic intent of the AIP goals & targets can be delivered & sustained	<ul style="list-style-type: none"> • Strategically plan with local and global budgets • Negotiate & appoint appropriate staff to key positions 	<ul style="list-style-type: none"> • Join NPDL - \$1500 annual fee • Appoint NPDL leaders and provide release time to mentor & coach staff • Rollover of 2 ICT leases providing new hardware • Provide an iPad for all teachers • Introduce a 1:1 program into Year 4 • Appoint a Restorative Practice Coordinator • Provide release time for Yoga program • Target Professional Learning around areas of improvement <ul style="list-style-type: none"> ○ NPDL ○ Literacy ○ Numeracy ○ Investigations ○ Restorative Practice ○ ICT ○ Victorian Curriculum • Cost of new Reporting system & training 	<ul style="list-style-type: none"> • Prin & Business Manager • Principal • Prin, ICT Coordinator & ICT Tech • Prin, ICT Coordinator & ICT Tech • Prin, ICT Coordinator, Yr 4 teachers & ICT Tech • Principal • Prin, AP & teacher • All Staff • Prin, AP & ICT Tech 	<ul style="list-style-type: none"> • Jan 2016 • Feb 2016 • By Term 2 2016 • By Term 2 2016 • By Term 2 2016 • Feb 2016 • Term 2 2016 • Dec 2016 • June 2016 	<ul style="list-style-type: none"> • LT Literacy Coordinator is released to equivalent of 1 day a fortnight by the beginning of Term 2 to work with teachers in classrooms • LT Numeracy Coordinator is released to equivalent of 1 day a fortnight by the beginning of Term 2 to work with teachers in classrooms • Class teacher is released 0.5 to work with students across the school for Yoga and wellness classes for 8 weeks in Term 2 • 3 teachers appointed as NPDL Lead Teachers by the beginning of Term 1 to support teachers and students with digital resources in classrooms commencing by Term 2. • Database of Professional Learning maintained to reflect PL priorities 																

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	