2016 Annual Implementation Plan: for Improving Student Outcomes

4903

Essex Heights PS
2016

Based on Strategic Plan 2015- 2018

Endorsements

Endorsement by School Principal	Signed……………………………………. Name: Andrew Crossett. Date: March 17th 2016
Endorsement by School Council	Signed……………………………………. Name: Trevor Sharrock. Date: March 17th 2016
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.
Building Practice Excellence has been identified as the key area for improvement. Following the Review conducted in 2015, it was identified that despite strong student data, there was not an agreed 'school wide' instructional model in place. This in turn limited our ability to develop teacher capacity as there was no agreed benchmark against which to judge our pedagogy.
The Review also identified Writing as an area where the Teacher Judgements and NAPLAN data had room for improvement, under the **Curriculum Planning and Assessment** Initiative. Therefore, this has been the key curriculum focus for our efforts, under the **Excellence in Teaching and Learning** Priority.
Empowering Students and Building School Pride is another Initiative that is a focus of the current Strategic Plan. It has been identified that the limited feedback data collected from students (only Yrs 5 and 6) was inadequate. It is our intention to expand the feedback collected to all students in order to more accurately inform our reflections on pedagogy. Addressing the Initiative of **Setting Expectations and Promoting Inclusion**, the continued implementation of 'Compass' will enable us to better record and track student wellbeing for individual students. This Initiative is also supported through our participation in the School Wide Positive Behaviour Program, building 'school wide' expectations and behaviours for all students.

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 Curriculum planning and assessment	• Build the practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model. • Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student.
Empowering students and building school pride	• Develop and formalise feedback and reflection processes for teachers and students.
Setting expectations and promoting inclusion	• Implement a school wide framework that enhances Student Engagement and Student Wellbeing.
Building communities	• Implement a school wide student tracking and communication system.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

| Goals | To maximise student performance across all curriculum areas; but specifically higher levels of growth in Literacy. | **Targets** | Student achievement in Writing, based on teacher judgements, to reflect an increasing proportion of 'A's & 'B's each year. |

Student achievement in Writing, based on teacher judgements, to reflect an increasing proportion of 'A's & 'B's each year.

Teacher Judgements Writing	2015		2016	
	% A's	% B's	% A's	% B's
Prep	3%	12%	10%	30%
Yr 1	8%	36%	10%	40%
Yr 2	12%	21%	15%	30%
Yr 3	12%	31%	15%	35%
Yr 4	7%	29%	10%	35%
Yr 5	7%	29%	10%	35%
Yr 6	14%	28%	15%	30%

Based on NAPLAN Relative Growth Charts, reduce students achieving Low Growth in Literacy to 10%

% Low Growth	2015	2016
Writing	38%	25%
Spelling	37%	25%
Grammar and Punctuation	21%	20%
Reading	29%	20%

Parent Opinion of the Teaching and Learning domain exceeds state means and improve annually.

Parent Opinion (7 point scale)	2015	State Mean	2016 Target
Learning focus	5.72	5.7	5.80
Reporting	5.61	5.5	5.69
Behaviour Management	5.65	5.6	5.72

Student Opinion of the Teaching and Learning programs, based on the Student Attitudes to School Survey exceeds the state means and improves annually.

Student Attitudes (5 point scale)	2015	State Mean	2016 Target
Stimulating Learning	3.76	4.16	3.80
Teacher Effectiveness	4.13	4.44	4.20
Learning Confidence	3.89	4.14	4.00

| **12 month targets** | **See above** |

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 the practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model.	▪ Continue Professional Learning Team (PLT) with a focus on Instructional Practice. ▪ Investigate current research in Teaching and Learning (eg: work by Hattie on 'Visible Learning') • Partner with other schools to research and investigate a variety of Instructional Models currently in practise.	• The PLT will work with a 'Critical Friend' to review the PLT research from 2015 • PLT, and discussions at Level Teams, to identify key elements of 2015 research for inclusion in Essex Heights Instructional Model	Principal PLT Team Critical Friend Level Teams	Term 1 & 2	• Draft 'Essex Heights Instructional Model' prepared for discussion • Essex Heights Instructional Model (EHIM) adopted • Teachers and Level Teams utilise EHIM in planning and reflection • Improved School Staff Survey – Teaching and Learning, Professional Learning and School Leadership
		• Draft Instructional Model prepared for discussion • Instructional Model endorsed by all teachers	Principal AP PLT Critical Friend Teachers	Term 3	
		• Teachers and Level Teams utilise Essex Heights Instructional Model in planning and reflection	PLT Teachers	Term 4	
Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student.	• Writing PLT to work with Level Teams to successfully implement Writing Scope and Sequence • Writing PLT to develop teaching resources in support of a consistent writing pedagogy P-6, based on the Scope and Sequence.	• Review and implement whole school assessment schedule for writing (including moderation sessions across year level teams) • Develop assessment rubrics for each of the writing genres across all levels up to Year 9. • Explore use of COMPASS data base to track and monitor writing CATS	Principal PLT team Carolyn Wilson, Sonja Ludvik	Term 1	o Writing program documented in planning documents o Professional learning completed by **all** staff on effective teaching of spelling and grammar through PLT's and Staff Meetings o Writing program visible in classrooms including implementation of new strategies for explicit teaching of spelling and grammar o ILPs and work programs for EAL students and students with special needs reflect explicit and targeted strategies for teaching writing, spelling and grammar. • Audit current approach to spelling across the school completed and documented o Investigation of EAL completed and research presented to leadership team for review o Audit of teaching grammar completed and documentation used to inform new model o o Improved student outcomes in writing, spelling and grammar o Documented whole school assessment schedule for writing o Whole school documentation completed for spelling and grammar curriculum continuum, including explicit teaching elements o Improved Staff Survey – Teaching and Learning and Professional Learning
		• Audit current approach to spelling across the school. • Investigate current practices and approaches to spelling eg jolly phonics, words are us, spelling journals • Whole school PD on teaching strategies and approaches to develop effective spellers	Principal PLT team AP Teaching and Learning Coach	Term 2	
		• Audit current approach to teaching grammar across the school. • Investigate current practices and approaches to grammar including provision for EAL students • Whole school PD on teaching strategies and approaches to develop grammar skills	PLT team Teaching and Learning Coach	Term 3	
		• Develop whole school documentation for spelling and grammar continuum, aligned with Victorian Curriculum. • Include explicit teaching elements and approaches for each level in the documentation • Teacher Professional learning on use of COMPASS student tracker for writing	PLT team Teachers COMPASS implementation team	Term 4	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals	To maximise levels of Student Engagement and Connectedness to the school for all students years Prep to 6.	Targets	Parent Opinion Survey satisfaction levels in Stimulating Learning Environment and Transitions to exceed state means and improve annually.

Parent Opinion (7 point scale)	2015	State Mean	2016 Target
Stimulating Learning Environment	5.87	5.9	**5.93**
Transitions	5.86	5.8	**5.92**

Student Attitudes to School Survey data in the domains of School Connectedness; Student Motivation and Learning Confidence to exceed state means and improve incrementally each year.

Student Attitudes (5 point scale)	2015	State Mean	2016 Target
School Connectedness	4.24	4.39	**4.30**
Student Motivation	4.38	4.58	**4.44**
Learning Confidence	3.89	4.14	**4.0**

12 month targets	**See above**

| 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 formalise feedback and reflection processes for teachers and students.	▪ Student feedback surveys P-6 researched and trialled	• Research and discuss student feedback tools currently available eg: PoLT • Research student feedback tools utilised by other schools • Level Team and whole staff review of available tools	Principal AP's Leadership Team Level Teams	Term 1 & 2	▪ Essex Heights student feedback surveys adopted ▪ Essex Heights student surveys conducted ▪ Data collected and collated from student surveys ▪ Data utilised by Level Teams in reflection ▪ Improved Student Opinion Survey ▪ Improved Parent Opinion Survey
		▪ Essex Heights Surveys drafted ▪ Essex Heights Surveys trialled with students	Leadership Team Level Teams	Term 3 & 4	

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	To improve student health, safety and wellbeing in order to maximise student learning experiences.	**Targets**	To ensure that Parent Opinion Survey data of Social Skills and Stimulating Learning are above state means and improve annually in the domains of.

To ensure that Parent Opinion Survey data of Social Skills and Stimulating Learning are above state means and improve annually in the domains of.

Parent Opinion (7 point scale)	2015	State Mean	2016 Target
Social Skills	5.58	5.8	5.7
Student Safety	5.79	5.5	5.85

To ensure that student Attitudes to School Survey means in the Wellbeing domain are all above state means and improve annually.

Student Attitudes (7 point scale)	2015	State Mean	2016 Target
Student Distress	5.68	5.94	5.75
Student Morale	5.38	5.75	5.5

Student absence rates are reduced annually and remain below state means.

Student Absence (days per FTE)	2015	State Mean (2013)	2016 Target
Prep – Yr 6	9.76	14.53	

12 month targets	**See above**

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

Implement a school wide framework that enhances Student Engagement and Student Wellbeing.	▪ Implement Tier 2 SWPBS
	
	▪ Skill teachers in implementation of Tier 2 SWPBS
	
	▪ Audit and review of Social Competencies Programs
	
	▪ Conduct Parent Forums introducing PBS and COMPASS
	
	▪ Develop procedures for ongoing data-based monitoring and evaluation
		• Schedule 4 – 5 PLT meetings per term
		• Develop COMPASS chronicles coding to include tracking of students
		• Prepare folders for staff to implement acknowledgement system in outside areas (tokens; rewards; data recording sheets; staff PD, newsletter, and assembly presentations re process)
		• Prepare newsletter, web site, parent information evening/forum and assembly presentations on SWPBS Behaviour Matrix
		• Trial and evaluate the *SWPBS Starting up, Starting out program.*
			Leadership Team AP and PSD
			
			SWPBS team
			
			SWPBS Team
			
			Teachers
				Term 1	• Staff implementation of acknowledgement and reward system.
					• Incidences and positive behaviours logged on COMPASS as baseline information to track and monitor changes in student behaviour.
					• Visuals and explicit teaching in place to reinforce positive behaviours in outside areas.
					• Reduction in Playground incidences.
					• Whole school approach to management of Tier 2 students. Students identified, ILPs and Behaviour Support Plans prepared.
					• Behaviour Support Plans included in *Student Medical and Behaviour Plans* booklet.
					• Information disseminated to all staff through Team and staff meetings/briefings
					• Information about SWPBS disseminated to parents.
					• Data used to inform:
					   o Further development of explicit teaching
					   o ILPs, Behaviour Support Plans and Transition plans for students, and
					   o required changes to yard supervision
					• Continuums of procedures for encouraging expected behaviours and discouraging rule violations developed.
					• Teachers input information to Student chronicles page including positive behaviour and incident data on COMPASS.

		▪ Identify Tier 2 students – through Incident reports and tracking system ▪ Include behaviour elements from Starting up, Starting out program in ILPs ▪ Prepare visuals, charts, film clips to reinforce positive behaviours in outside areas	AP & PSD Coordinator Teachers SWPBS Team	Term 2	
		▪ Develop continuum of procedures for encouraging expected behaviours ▪ Develop a continuum of procedures for discouraging rule violations ▪ Professional Learning for teachers on how to input information to Student chronicles page including positive behaviour and incident data on COMPASS.	SWPBS team AP and SWPBS team member Staff PD on COMPASS	Term 3	
		▪ Review data of positive behaviours and incidences to inform targeted intervention for the following year ▪ Develop Student profiles and Behaviour support plans for identified Tier 2 students for transition handover ▪ Develop a parent handbook for SWPBS	PSD Coordinator in conjunction with class teacher and ESO staff SWPBS team	Term 4	

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals	To ensure that all school resources are targeted in order to improve overall student learning, teacher effectiveness and community engagement with the school.	Targets	General Satisfaction levels in the Parent Opinion Survey to exceed State means and improve annually.

Parent Opinion (7 point scale)	2015	State Mean	2016 Target
General Satisfaction	6.11	6.0	6.2

12 month targets	See above

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
Implement a school wide student tracking and communication system.	• Compass extended to include Parent Portal and communication to the community	Compass Training for identified Admin Staff	Principal, AP, Business Manager	Term 1	• Parents accessing Compass evidenced by summary of Parent Usage Data • Parents authorising absences on Compass • Parents approving and paying for Excursions through Compass • Parents accessing Reports through Compass • Teachers using Compass to communicate with parents • Improved Parent Opinion Survey
		Parents provided with Compass login details	Principal, Business Manager, Lead User	Term 1	
		Staff trained to use Compass email for communication with parents	Principal, Lead User, All Staff	Term 1	
		Parents authorised to provide Absence Approvals	Lead User	Term 1	
		Parents authorised to pay and approve excursions	Business Manager	Term 2	
		Parents required to download Mid-Year and End of Year Reports	Lead User	Term 2 & Term 4	

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	