2016 Annual Implementation Plan: for Improving Student Outcomes

4704

Pascoe Vale South Primary School 2016

Based on Strategic Plan 2013-2016

Endorsements

Endorsement by School Principal

Endorsement by School Council

Endorsement by Senior Advisor

April 4, 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	**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: Building a collaborative professional learning culture at PVSPS will increase consistency of practice. We plan in teams and have a structure that supports differentiation. We have implemented structures and organisational processes and protocols to assist teams to plan collaboratively, share best practice and learn with and from each other. Our professional learning model focuses on sharing the expertise within our school, using data to inform planning and to guide school based professional learning needs to support the implementation of our Strategic Plan. Notwithstanding this, our Staff Survey data in the School Climate module shows teacher collaboration is on the 58th percentile in comparison with all schools, at the 76th percentile. Staff survey data in the Professional Learning module shows school level support at 60% compared with all schools at 77%; active participation shows 58% compared with 75%; feedback is at 57% compared to 73%. By building common beliefs and understandings of what a collaborative professional learning culture is, we aim to improve teacher practice overall and in particular, improve consistency of teacher practice across the school.

Most recent NAPLAN data has demonstrated relatively low growth from Years 3 - 5 in English and Mathematics. Our students enter the school with comparatively high intellectual capital. Our SFO is .3214 and has been trending steadily downwards for the life of the current strategic plan (0.3771 in 2012, 0.3400 in 2013, 0.3214 in 2014). Our ESFO is 0.2926. Despite this advantage, learning in English and Mathematics has been plateauing between Years 3 and 5, as demonstrated by the growth indicator of the NAPLAN data (2012 – 2014).

Building Communities: Parent and community involvement in schools is one of the factors most closely associated with positive student learning outcomes. School improvement data from the Parent Opinion survey demonstrates a slight downward trend over the past three years; School Connectedness data from the student opinion survey also demonstrates a downward trend. This has been identified as an area for improvement. By engaging our parent community in the learning of their children, we can collectively encourage student learning and enhance student learning outcomes.

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	• Teacher collaboration: Develop a school wide PL approach • Active participation: Consistently implement school and teacher Theories of Action from the Powerful Teaching and Learning Project. • Feedback: Establish clear protocols for giving and receiving feedback
Building communities	• Identify behavioural and learning expectations for students and staff • Enhance the rich conversations between teachers and parents to build parent understanding of their children's learning • Employ a range of communication strategies to inform and engage the community in the learning

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT			
Goals	**To improve student learning outcomes for all students with a focus on literacy numeracy and curiosity**	**Targets**	**By 2016 teacher assessment against AusVELS will indicate 95% of students to be at or above the expected standards in literacy and numeracy**
		12 month targets	**2016 English Online Interview (Term 1)** • 80% of Year 1 students to be at or above the band *Towards Level 1* • 80% of Year 2 students to be at or above the band *Towards Level 2* **NAPLAN** • Increase the proportion of students in the top two bands by 10% for the 2014 Year 3 cohort in Year 5 2016. Year 5 2016 % targets in top two bands ○ Reading 70% of students ○ Writing 85% of students ○ Numeracy 50% of students • The relative matched growth for students from 2014 Year 3 to 2016 Year 5 sees a reduced percentage of students with low growth and an increased percentage of students with medium and high growth. • Keep the number of students in the Year 3 and 5 cohorts in the bands at or below the National Minimum Standards (NMS) to 10% or less. **AusVELS** • At least 95% of students deemed capable in Years Prep to 6 to be at or above expected standards. Of that 95% at least 30% of students to be above expected standards. At least 85% of all students deemed capable to progress at least one progression point annually in all modes of English and strands of Mathematics.

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
Create opportunities for staff to collaboratively share skills and experiences	Establish organisational structure that enables teams to develop and deliver whole school teaching and learning programs based on the Victorian curriculum Implement teacher and school theories of action (Powerful Learning &Teaching project – PL&T project) Document the teaching practices and techniques to be adopted school wide (PL&T project) Establish a school timetable that allocates times on a regular basis for teachers to meet and plan together	Allocate budget for professional learning Peer observation schedule Learning walk schedule	Executive leadership team School Improvement Team (SIT) & Teaching Teams SIT Executive leadership team	End 2015-12-15 By Term 1 Ongoing Beginning 2016	School timetables will reflect shared planning times for learning neighbourhood teams Analysis and moderation of student learning data Consistent, documented Lit and Num planners, that identify differentiated learning groups and appropriate teaching approaches Evidence of goal achievement through the Performance and Development Process (PDP) Consistently developed learning intentions and success criteria Feedback and observations from learning walks Vic Curric progresson points (teacher judgements) Year 3 to 5 NAPLAN data – growth measure 95% At or above expected level for state and like school groups in English and Maths
Develop a school wide PL approach	Implement whole school peer observation process Develop protocols for giving and receiving feedback School wide implementation of Inquiry units of work (school based scope and sequence) Align Performance and development cycle to the whole school professional learning approach Report individual, group and whole school milestones related to professional learning	Establish a meeting schedule to support professional learning Implement whole school theories of action Set agendas that have a professional learning focus Engage in PL & T project	SIT Executive leadership team Teaching teams	Term 2 & ongoing Ongoing 2016, 2017 As per Department of Education and Training P & D cycle timeline Ongoing	Professional Learning policy document Implementation and documentation of Inquiry units of work (school based scope and sequence) Evidence of goal achievement through the PDP process Meeting schedules, agendas and minutes, including alignment to AITSL teaching standards Staff opinion survey – PL module & School Climate module – teacher collaboration Map of whole school curriculum
School self evaluation: evaluate achievement of outcomes against the 2013-2016 Strategic Plan	Develop and implement a model for consultation and input from the school community		Executive leadership team	End term 1	

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ENGAGEMENT			
Goals	**To improve student engagement with a focus on increasing student responsibility for managing their learning and social behaviours**	**Targets**	**By 2016 student opinion surveys will show an improvement in the school mean scores for student responses to teaching and learning, student relationships and wellbeing**
		12 month targets	• Increase the *Student Distress* measure on the *Student Attitude to School Survey* from 31.8 (2015 data, an increase from 13.4 in 2014) to 35. • Average student absences in the school to be below 13. • Unexplained absences to be below 1.0. • Parent satisfaction, as measured by the *Transition Variable* on the *Parent Opinion Survey,* to be at or above the mean range of 5.5.

KIS	ACTIONS: What the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN Time frame for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Build community links with the school	Build networks and interactions between school and kindergartens	Contact local kindergartens Initiate visits to local kindergartens Plan and implement transition sessions to introduce local kindergarten students to the school Continue school based transition program	Executive leadership team SIT Professional Learning Team: Prep to Year 3	End Term 1 & ongoing	Increase in enrolment numbers in Prep Feedback after community/curriculum events
Adopt consistent learning protocols	Develop and document school based approaches and protocols for student goal setting and feedback	SIT and team planning meetings Participation in Powerful Teaching and Learning program	Executive leadership team SIT Teaching teams	Ongoing 2016, 2017	Student goal setting/feedback guidelines Make, say, do, write evidence in learning neighbourhoods
School self evaluation: evaluate achievement of outcomes against the 2013-2016 Strategic Plan	Develop and implement a model for consultation and input from the school community	Consult with school council Establish timeline for parent meetings, forums etc Develop school based surveys to gather feedback data from wider parent community (online & paper)	Executive Leadership team SIT	End Term 1 & ongoing	Feedback from the community Input from forums, focus groups (parents, students and staff), staff survey, parent survey, student attitude to school survey data

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WELLBEING			
Goals	**To improve student engagement with a focus on increasing student responsibility for managing their learning and social behaviours**	**Targets**	**By 2016 student opinion surveys will show an improvement in the school mean scores for student responses to teaching and learning, student relationships and wellbeing**
		12 month targets	• Increase the *Student Distress* measure on the *Student Attitude to School Survey* from 31.8 (2015 data, an increase from 13.4 in 2014) to 35. • Average student absences in the school to be below 13. • Unexplained absences to be below 1.0.

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 on an inclusive safe orderly and stimulating learning environment in order to achieve positive learning experiences	Implement DET Social and Emotional Learning program	Access to all online resources and materials SIT team to lead implementation and PL Allocate time to access resources SEL timetabled in all team time tables	Teaching teams	Term 1 for full implementation Term 2 onwards	SEL documented in weekly teaching plans SEL sessions timetables Student self evaluation and reflections
School self evaluation: evaluate achievement of outcomes against the 2013-2016 Strategic Plan	Develop and implement a model for consultation and input from the school community	Consult with school council Establish timeline for parent meetings – forums Develop school based surveys to gather feedback data from wider parent community (online & paper)	Executive leadership team SIT	End Term 1 & ongoing	Feedback from the community Input from forums, focus groups (parents, students and staff), Parent survey, student attitude to school survey data

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PRODUCTIVITY			
Goals	**Lead improvement in the effective and efficient (productive) use of school resources**	**Targets**	**Monitor and manage workforce planning to create flexibility and reliability for collaborative organisational structures to support improved student learning outcomes.** **Effective management of program budget programs.** **Refine revenue strategy and improve local fundraising and submissions for grants**
		12 month targets	• Monitor and manage workforce planning to create flexibility and reliability for collaborative organisational structures to support improved student learning outcomes. • Effective management of program budget programs • Refine revenue strategy and improve local fundraising and submissions for grants

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
Workforce plan to meet school priorities within available budget	Develop a workforce plan that optimise and supports the school priorities Implement an organisational structure to enable staff to actively collaborate to deliver the school's pedagogical approach Develop and implement the purpose, role statement and responsibilities for members of the school improvement team Consistent coordinated leadership of School Improvement Team (SIT), curriculum & Professional Learning Teams Delivery of professional learning	Allocated time utilised for team members to collaborate and actively deliver action plans Targeted professional learning sessions Use of standardised (eg On Demand) and school based assessment tools and resources to inform and target improvement strategies Participation in Assessment Online trial Master timetables modified as required to address changes to needs to optimise collaboration and curriculum delivery Effective use of Department Of Education resources and planners such as ROL, SRP, School Information Portal, and CASES21 reports	School Council Executive Leadership Team SIT Staff	Term 4 2016	
Build engagement of parent community	Engage stakeholders in school self evaluation, review and development of next Strategic Plan Communication of the school curriculum and pedagogical approach Build and develop the school council subcommittees, such as Parent Fundraising team and Buildings and Grounds working parties, to support the school teaching and learning programs Refine fundraising revenue strategy and submissions for available grants	Provision of open sessions, forums, surveys	Executive Leadership Team Senior Education Improvement Leader SIT Staff School Council Parent Community	Term 4 2016	Self evaluation completed School Review completed Strategic Plan 2017 – 2020 developed Participation of parent community in school council, sub committees and working parties – action plans developed, progress towards goals Submission and success of grant applications
Equity funding	The Equity Funding provided to PVSPS will be allocated to professional learning and resources to support the differentiated learning needs of students		Executive Leadership team	Ongoing	Impact on student learning for students with adjustments