2016 Annual Implementation Plan: for Improving Student Outcomes

Yinnar Primary School – 2419
2016
Based on Strategic Plan 2015-19

Endorsements

Endorsement by School Principal	Signed........*[signature]*........ Name......Tamina Taylor... Date...17/4/16..................................
Endorsement by School Council	Signed........*[signature]*........ Name...Victor de Beer....................... Date...19-5-16:..................................
Endorsement by Senior Advisor	Signed *[signature]* Name...Kevin Mealing Date...... 11/04/2016

- 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.

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:

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	**Curriculum planning and assessment**	✓
Professional leadership	Building leadership teams	
Positive climate for learning	**Empowering students**	✓
	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.

Excellence in Teaching and Learning (Curriculum Planning and assessment) and a Positive climate for learning (Empowering students) -The school has built a highly collaborative learning culture, committed to achieving the schools vision that students become resilient, resourceful and reflective learners who can learn by themselves and with others and take risks in their learning. The school has recognised through the peer review in 2015 that to further improve in this area, focus needs to be on the differentiation of teaching and learning to challenge and motivate every child. The refinement of curriculum, improved assessment, feedback and reporting processes and the student's capacity to challenge themselves and self-assess have been identified as areas in which practice can be deepened. Recommendations that curriculum and learning tasks are developed to provide high levels of challenge.

Evidence of this can be seen in the 2015 Attitudes to School survey, where five of the six factors for Teaching and Learning were in the fourth quartile. However, Student motivation was at 82.5% in 2014 and has dropped to 74.5% in 2015. Teacher effectiveness, whilst still in the fourth quartile had dropped from 2014 at 79.9% to 77.5% in 2015. School Connectedness has dropped from 96.4% in 2014 to 89.5% in 2015

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
Curriculum planning and assessment	- Develop the capacity of teachers to deeply understand the continuum of learning, as a means of differentiating their teaching, in relation to the Victorian Curriculum, (particularly in areas of English, Mathematics, Critical and creative thinking and personal and social capability) - Build teacher capacity to use quality formative assessment to provide feedback, set learning goals and report growth - Resources are strategically allocated to enable Professional Learning that is collaborative both within and across schools, future focussed, sustainable.
Empowering students and building school pride	- Ensure the teaching and learning programs are sufficiently fine grained for students to set their own learning goals and identify growth in their learning. - Use the curriculum to develop teaching and learning plans that enable student directed learning that fosters curiosity - Extend and enhance student leadership opportunities - Staff and students develop a shared understanding of the elements of a positive learning environment for students to flourish as people and learners.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT		
Goals	All students develop the attitudes, skills and knowledge that enables them to engage in challenging learning, which results in maximum learning growth	**Targets** All students achieve **at least** one year of learning growth for each year of learning in all areas, for all students deemed capable, in school based assessments and against curriculum standards. NAPLAN results for years 3 and 5 show a school mean at or above state in all areas of reading, writing, mathematics, spelling and grammar. NAPLAN results reflect high relative growth of 40% of student cohort from Grade 3 to 5 in all areas of reading, writing, mathematics, spelling and grammar. 40% of our students achieve greater than one year's learning growth in 12 months against curriculum standards in all English and Mathematics and critical and creative thinking, personal and social capability domains. All students have progressed at least two sets of portfolio learning indicators over a 12 month period. 100% of our students, on school based Challenging Learning surveys and in their individual Learning portfolios, indicate that they are moving between the "learning zone" and "practise zone" daily.
		12 month targets Year 3 NAPLAN domains of Grammar and punctuation, Numeracy and Writing are equal to or above state mean in 2016. That the 3.4% of students below NMS in NAPLAN Numeracy Year 3 2015 are identified and tracked. Year 5 NAPLAN Writing results are equal to or above state mean in 2016 At least 85% of students achieve at least one year of learning growth for each year of learning in all areas, for all students deemed capable, in school based assessments and against curriculum standards.

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 the capacity of teachers to deeply understand the continuum of learning, as a means of differentiating their teaching, in relation to the Victorian Curriculum, (particularly in areas of English, Mathematics, Critical and creative thinking and personal and social capability)	Provide Professional Learning for staff that includes the structure and overview of the new Victorian curriculum	Existing curriculum planning is mapped onto the new Victorian Curriculum and the areas that are under or over taught in English, Mathematics critical and creative thinking and personal and social capability are identified.	Leadership Team	Term 3	All teachers have undertaken a self-assessment of their current curriculum planning in English, Mathematics, critical and creative thinking and personal and social capability in relation to the Victorian Curriculum.
	Identify the Professional Learning needs of staff in understanding the development of critical and creative thinking, personal and social capabilities and the connection with BLP, Mindsets and challenging learning.	PLT meetings and Closure Day Term 3, teachers audit existing planning onto new curriculum	Classroom Teachers, Principal, PLT's, Teaching and Learning Coach	Term 3	By the end of 2016, a whole school Professional Learning plan is in place for 2017, which caters for the staff identified needs in relation to the new Victorian curriculum.
	Provide a range of whole school professional learning opportunities to improve teacher's understandings, knowledge and skills to differentiate their teaching.	PLT meetings and Closure Day Term 3 Coaching sessions Closure Day: Andrea Hillbrick, PLT's, Whole school Learning forums -collegiate discussion, Professional Readings, book club, coaching sessions- observation and feedback	Classroom Teachers, Principal, PLT's, Teaching and Learning Coach All staff, Andrea Hillbrick, Teaching and Learning coach, Principal	Terms 1 and 2	
	Through an action research cycle teachers develop their own classroom practice in relation to differentiation. Coaching opportunities support their inquiries.	Teachers gather evidence of their changed practice and growth in relation to differentiating their teaching and share their learning at PLT meetings and whole staff forums.	Classroom teachers, Teaching and Learning Coach, Principal	By end of Term 1	A whole school action research model (inquiry model) is adopted and used for teacher reflective practice. Teachers share their action learning beyond their own teaching team, using classroom artefacts as evidence of a shift or depth of thinking in their understandings of differentiation.
	As a whole staff, collaboratively develop a mental model of differentiation	Whole staff professional learning forums, PLT's, Coaching sessions	Classroom teachers, Teaching and Learning Coach, Principal	During Term 1 and 2	A mental model of teachers understanding of differentiation is documented and used in PLT conversations and when planning. All teachers PDP have a goal on differentiation.

Build teacher capacity to use quality formative assessment to provide feedback, set learning goals and report growth	Develop shared understanding of "Student self-feedback" towards self-regulating learners.	Whole staff professional leaning and readings, forums, PLT's Closure Day	All staff, Leadership Team to lead, James Nottingham	During Term 2 & 3	Teachers are able to articulate their change in understandings and practice in relation to student self-feedback Feedback graphs are shared amongst all staff.
	Develop a consistent approach to formative assessment throughout the school.	Audit existing assessment tools and processes to identify what data and information which is currently collected is effective, useful in providing formative feedback, learning orientated, and provides direction for growth. (What assessment tools are we using and how are we using them?) The purpose of assessments is explained and results shared with students.	All staff, Leadership **Team to lead**	During Term 2 & 3	Assessment schedule has been updated in light of audit. Students with teachers collaboratively set learning goals. Assessment information is used to track all students. Targeted intervention for students achieving below expected AUSVELS levels in English and Mathematics in 2015 or less than one year's growth in one year. (8 students in reading in year 3 or 4 and 18 students below in writing in years 3-6)
	Investigate a whole school system to track individual, cohort and whole school learning growth.	Research effective data tracking tools tailored for schools.	Leadership Team, Principal	Terms 2 and 3	By the end of 2016 a decision has been made to implement a particular whole school data tracking system.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To develop the enthusiastic and curious students who seek challenge in their learning.	**Targets**	Student Attitudes to School survey results show student motivation, teacher effectiveness and school connectedness equal to or above previous year's results. Yinnar PS Leaner's at the Core Survey results show 100% of students in grades 1-6 are *often* at the centre of their learning in all of the eleven areas.		
		12 month targets	Student Attitudes to School survey results show student motivation has improved from 74.5 % to above 80%, teacher effectiveness is up from 77.5% to above 80% Yinnar PS Leaner's at the Core Survey results show 80% of students in grades 1-6 are *often* at the centre of their learning in seven out of the eleven areas.		

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
Use the curriculum to develop teaching and learning plans that enable student directed learning that fosters curiosity	Teachers plan and provide high quality tasks which allow students to determine their right level of challenge and create their own action plans to achieve their goals.	PLT and coaching sessions, Shared Planning time, Termly shared planning days	Classroom Teachers Coach, Leadership Team Classroom Teachers, PLT's	Term 1-4 Term 2 & 3	Students can articulate their use of tiered success criteria through high quality learning tasks that allow for differentiation.
	Teachers will provide more opportunities for students to be at the centre of their learning. Teachers explicitly plan challenging learning tasks and provide students with tiered success criteria to set learning goals.	Through improved planning for a differentiated curriculum and implantation of. Classroom observations and coaching feedback build teacher capacity to differentiate. Teaching Teams, PLT's		Terms 1-4 April 22	Differentiation is evident in planning. Learners at the Core Survey questions 1,,3,4 and 6 show students are *often* at the centre of their learning. Students can articulate how they have used the tiered success criteria to set learning goals.
	The ASK model will be taught specifically in each classroom and reflected in all teacher planning to enable students to consciously develop the attitudes and skill required to be effective learners.	Classrooms, Cluster PL Meetings, PLT's, Coaching sessions, Cluster PL day: James Anderson	All staff, Cluster staff	By end Term 3	Students can articulate what the attitudes and skills are explicitly taught during the lessons.
	Develop mental models of the learning portfolios for students	Whole Staff PL forums, PLT's Leadership Team Meetings	All staff, Leadership Team		A mental model explicitly outlining the purpose of student learning portfolios is documented and used in PLT conversations and when planning.
	Promote the GRACE values throughout the school and in all aspects of school life.	The teachers will plan for and explicitly teach the core values of Enthusiasm and Curiosity. Use the GRACE team to promote the values.	GRACE team	Terms 1 to 4	Values of Curiosity and Enthusiasm are evident in teacher planning.

WELLBEING					
Goals	To empower students to take ownership of their learning and of their personal growth	**Targets**	Students Attitudes to School survey results show a consistent student wellbeing trend in the fourth quartile and growth in the student safety indicator. Parent Opinion Survey results for school connectedness and connectedness to peers to be in the fourth quartile Yinnar Primary School Student Wellbeing Survey to show high growth between 2016 and 2019		
		12 month targets	Student Attitudes to School survey results show student motivation has improved from 74.5 % to above 80%, teacher effectiveness is up from 77.5% to above 80% Baseline data established in YPS Student wellbeing survey and targets set for 2017 Baseline data established in Kids Matter survey and targets set for 2017.		

Monitoring of Annual Implementation Plan: for Improving Student Outcome

ACHIEVEMENT

Actions:	Status	6 month progress against success criteria and /or targets		Status	12 month progress against success criteria and /or targets	Budget Spending to date
		Evidence			Evidence	

ENGAGEMENT

Actions:	Status	6 month progress against success criteria and /or targets		Status	12 month progress against success criteria and /or targets	Budget Spending to date
		Evidence			Evidence	

WELLBEING

Actions:	Status	6 month progress against success criteria and /or targets		Status	12 month progress against success criteria and /or targets	Budget Spending to date
		Evidence			Evidence	

PRODUCTIVITY

Actions:	Status	6 month progress against success criteria and /or targets		Status	12 month progress against success criteria and /or targets	Budget Spending to date
		Evidence			Evidence	