

2016 Annual Implementation Plan: for Improving Student Outcomes

5101

KINGSTON HEATH PRIMARY SCHOOL

2016

Based on Strategic Plan 2015-2019

Endorsements

Endorsement by School Principal	Signed:  Name Wendy Stirling Date: March 17 th , 2016
Endorsement by School Council	Signed:  Name Bree Vallance Date: March 17 th , 2016
Endorsement by Senior Advisor	Signed:  Name Simon Hamilton Date: March 17 th , 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:	
<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><u>Achievement (Curriculum Planning and Assessment)</u></p> <p>In the majority of the curriculum areas of state-wide testing, students at Kingston Heath P.S have met or exceeded the expected rate of growth in their learning. The school is now looking at decreasing the proportion of students with low growth and increasing those who achieve high growth. The review panel (2015) found that this can be achieved through the development of agreed whole school teaching and learning protocols, which are monitored for their effectiveness and consistency. It was also found that more effective use of Learning Intentions and Success Criteria, consistent planning preparation based on data analysis and on-going professional learning, is an integral part of improving the rate of growth in students' learning at the school.</p>	
<p><u>Engagement (Empowering Students and Building School Pride)</u></p> <p>The review panel (2015) found that while the level of engagement of students was very good, there were opportunities to improve student engagement and learning confidence by providing more opportunities for student voice in planning and development of Inquiry units and for protocols to be developed to improve the classroom learning environment. This would involve students developing Success Criteria for Learning Intentions, and for staff to develop agreed expectations and protocols to allow all students to learn in the way that suits them best.</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
Curriculum Planning and Assessment	<ul style="list-style-type: none"> To build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework. Focusing on the 'Theories of Action' from a whole school approach, mainly teaching & learning protocols and behavioural protocols, so that they are aligned across the whole school (Powerful Learning and Teaching project). Using an agreed curriculum (new Victorian Curriculum and Primary Years Program). School wide use of Learning Intentions and Success Criteria in every classroom Data driven teaching & learning.
Empowering Students and Building School Pride	<ul style="list-style-type: none"> To create opportunities to promote student voice and involve students in decision-making about how they can make a difference to their local and global communities. Feedback- providing more opportunities. Student Engagement- Challenging, self-directed high ordered thinking.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	<p>Goal – To develop curious life-long learners with strong academic skills in Literacy and Numeracy.</p> <p><i>Rationale: Build the instructional practices of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework through the International Baccalaureate Primary Years Program, Powerful Learning and Teaching (McCrel) and the new Victorian Curriculum</i></p>	Targets	<p>Relative growth – increase number of students achieving high growth and decrease number of students achieving low growth. NAPLAN –Numeracy - Low growth from 32% to 25% , High Growth 16% to 25% Spelling - -Low Growth from 27% to 20% and High Growth from 15% to 25%, Grammar and Punctuation - Low Growth from 35% to 25% and High Growth from 8% to 25%.</p> <p>Teacher Judgments - more consistency and moderation Teacher Judgement compared to NAPLAN, PAT testing, Ondemand</p>		
		12 month targets	<ul style="list-style-type: none"> NAPLAN – Numeracy - Low growth from 32% to 28% , High Growth 16% to 20% Spelling - -Low Growth from 27% to 25% and High Growth from 15% to 20%, Grammar and Punctuation - Low Growth from 35% to 30% and High Growth from 8% to 15%. Teacher Judgments - more consistency through moderation and more aligned with NAPLAN results and Teacher Judgement to be aligned in School Comparison Report. 		
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
<u>Planning</u> Consistency of planning and teaching and learning protocols.	<ul style="list-style-type: none"> Instructional practices – develop a structure to ensure consistency of teaching and learning in planners. Professional learning – develop a framework for Maths – investigate commercial Maths programs to use as a basis. 	Professional Learning Teams to present then whole school agreement Scope and Sequence audited against Vic Curriculum, Mathletics to be supported by commercial program	Leadership Team Maths Committee Matthew Jamieson and Adam Kyd	Semester 1 Semester 1	<ul style="list-style-type: none"> Ensuring whole school Scope and Sequence charts are updated, resources and documentations are followed. Planners submitted weekly fortnightly to principal Consistency of work programs across the school. Commercial Maths program supplementing Scope and Sequence and new Victorian curriculum.
<u>Professional Learning</u> For staff in THRASS, spelling, writing and grammar and punctuation.	<ul style="list-style-type: none"> Professional learning to improve the teaching practices in spelling, writing, grammar and punctuation. 	Coach for Literacy and Numeracy Audit against scope and sequence with Vic Curriculum	Helen FitzGerald English Committee to lead whole staff	Ongoing Commencing term 1	<ul style="list-style-type: none"> New staff members will be trained in THRASS. Literacy and Numeracy Leaders trained. PD's conducted by Literacy and Numeracy committees. Consistency in teaching protocols.
<u>Professional learning</u> In the analysis of data to inform teaching.	<ul style="list-style-type: none"> Data – professional learning to increase capacity to analysis data effectively. 	share and analyse data to set precise targets for school, team and class; provide professional learning that enables teachers to utilise data.	Data Team: Jade Rosenberg, Melinda Siphthorpe, Stuart Macdermid, Matt Jamieson and Lisa Brandecker	Ongoing from term 1 2016	<ul style="list-style-type: none"> Moderation of writing samples weekly and assessment rubrics. SPA- training for all staff on how to read and analyse data.
<u>Learning Intentions and Success Criteria</u> Consistency with the language used and use in planners.	<ul style="list-style-type: none"> Protocols for writing Learning Intentions and Success Criteria – develop an agreed language. Review Feedback processes – student to teacher, student to student. 	In house professional development	Leadership Team Powerful Learning pd	Fortnightly	<ul style="list-style-type: none"> Learning intentions and Success Criteria understood and implemented in all planners. Checked monthly School agreement on what Learning Intentions and Success Criteria are.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	Goal: Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. <i>Rationale: Create opportunities to promote students voice and involve students in decision making about how they make a difference in their local and global communities</i>	Targets	<ul style="list-style-type: none"> • ATSS – maintain current upward trends in all measures by 30% • Staff Opinion Survey – Shielding and Bufering from 65% to 75% • Parent Opinion Survey – Student Motivation from 5.42 to 5.8 • Transitions- from 6.31 to 6.5 		
	12 month targets	<ul style="list-style-type: none"> • ATSS – maintain current upward trends in all measures by 20% • Staff Opinion Survey – Shielding and Bufering from 65% to 70% • Parent Opinion Survey – Student Motivation from 5.42 to 5.6 • Transitions- from 6.31 to 6.5 			
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
<u>Learning Intentions and Success criteria</u> Students having input into the formation of the success criteria and being written in child-friendly language.	<ul style="list-style-type: none"> • Develop strategies to raise achievements of students at the higher end. • Students to own their SMART goals. 	Master classes in all levels On demand testing reintroduced (as it has improved) SMART goals and basic goal setting incorporated over a wider spread of curriculum e.g music, art, P.E., Kitchen and Garden	Leadership team with PLTs Teachers	Weekly Commencement of Inquiry Units	<ul style="list-style-type: none"> • Minimum of 1 Year Growth for each student across the school in a calendar year (including Highly Able students).
<u>Feedback</u> Feedback to students and to parents, increased involvement with and by parents in the development of ILP's.	<ul style="list-style-type: none"> • Increase conversations with parents about student ILP's; document expectations for ILP's. • Investigate opportunities for more feedback – student to student. 	ILIPS conducted twice a term for all students Reflection time more interactive	Teachers Teachers	Twice termly Daily	<ul style="list-style-type: none"> • ILP's reviewed with parents and student term a term. • Sharing time / reflection incorporated into teacher's lessons plans weekly
<u>Classroom protocols</u> Agreed protocols for the learning environment to allow every child to learn in the way that suits them best.	<ul style="list-style-type: none"> • PYP – ongoing student input into matrixes allowing for learning styles. • Document Inquiry unit processes – teachers decide topics and concepts – students have choice in what they want to learn about. • Revisit HOTS – higher order thinking skills and LOTS – lower order thinking skills. 	Professional Dvelopment with Ralph Pirozzo Matrixes introduced Students choosing HOTS and LOTS (Higher Order Thinking Skills and Lower Order Thinking Skills)	Teaching staff Teaching staff Teaching staff	Two curriculum days 28 th January and 14 th June 2016	Improved Student Motivation in ATSS to 5.6
<u>Transition</u> Consistency of processes & programs implemented across the Network for year 6-7 transition.	Documented transition program	Parents informed vthrough web, COMPASS and newsletters about the Transition days Discussion with Transition Committee at Network	Principal Principal	By semester 1	Improved POS transition to 6.5

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	<p>Goal – to develop students who are self-motivated, resilient, responsible learners and leaders.</p> <p>Rationale – to strengthen the partnership between staff, students and parents to share responsibility for student wellbeing.</p>	Targets	<ul style="list-style-type: none"> • Parent Opinion Survey – 20.8 %to 29% • ATSS – Safety Safety from 13.7 % to 25%, Connectedness to Peers 20.9% to 28% • Staff Opinion Survey – Shielding / Buffering. 72.67 to 75% 		
	12 month targets	<ul style="list-style-type: none"> • Parent Opinion Survey – 20.8 %to 25% • ATSS – Safety Safety from 13.7 % to 20%, Connectedness to Peers 20.9% to 25% • Staff Opinion Survey – Shielding / Buffering. 72.67 to 75% 			
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><u>Consistent behaviour protocols</u> For the classroom and schoolyard.</p>	<ul style="list-style-type: none"> • Protocols for classroom behaviour and the learning environment. • Peer Mediation – training of students, professional learning for staff, and implementation in 2016. • Introduce Fill Up My Bucket – professional learning, programs, communication to parents. • Implement Kingston Council Resilience survey and analyse the data. 	<p>Staff meetings to follow PLT meetings</p> <p>Training sessions for students</p> <p>Training for all staff in the particular welfare program</p> <p>Liaise with City of Kingston with regard results</p>	<p>Leadership team with teachers Annaka Fitness</p> <p>Sean Hewitt</p> <p>Welfare team Sean Hewitt and Laura England</p>	<p>Term 1</p> <p>Term2</p> <p>Term 2</p> <p>Term1</p>	<p>Improvement in ATSS Student Safety – 3.52 to 4.5</p> <p>Student surveys one per term to two per term</p> <p>Less critical incidents in the yard and in classes tracked</p>
<p><u>Individual Learning Plans (ILP's)</u> Improve parent connections and input.</p>	<ul style="list-style-type: none"> • ILP's - sharing with parents, consistent structure. 	<p>All students to have a ILIP each term with face to face contact</p>	<p>teachers</p>	<p>ongoing</p>	<p>ILP's reviewed with parents and student once a term leading to improved POS and ATSS</p>

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	Goal – to increase the capacity of the school to function as a strategic organisation. Rationale – to create a whole school culture of accountability and feedback	Targets	To increase the capacity of the school to function as a strategic organisation through agreed protocols, and processes and procedures		
		12 month targets	Meeting times and structure of committees along with clear roles of responsibility. Resource allocation to meet the PYP expenditure needs and professional development needs of all staff.		
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
<u>eSmart</u> Ongoing development of scope and sequence for cybersafety.	Continue to gain accreditation from DET	Continue to implement <u>eSmart</u> modules	Stuart Macdermid	Semester 1	Program rolled out in Level 2 after completion in Level 3 and Level 4
<u>Library</u> Relocation and resourcing.	<ul style="list-style-type: none"> Purchase resources for P-2 for PYP inquiry units. Develop a structure for keeping track of Inquiry resources. 	Budget allocation Agreed protocols for resource storage Agreed protocols for storage of documnets	Leadership Team with PLTs	Semester 1	Accessibility of all forms of information easier for all staff to locate. Access to Library computer system on all computers
<u>Sustainability</u> Ongoing development of scope and sequence.	Continue to develop Scope and Sequence	Science Team	Manny Le-Ray	Semester 1	Gold level school accreditation through CERES
<u>Teacher Spaces</u> Effective use with increasing enrolments – smaller class sizes.	<ul style="list-style-type: none"> Feedback on new learning spaces – team accountability for planning – classes at levels not together. Ongoing discussions about learning spaces with expectation of increasing numbers. 	Agreed usage of all Learning Centres	Leadership Team and teachers	Semester 1	Five classes working together in Learning Centres designed for 4 conductively
<u>COMPASS</u> Professional learning for parents and staff.	<ul style="list-style-type: none"> Increase use of COMPASS – use Powerful Learning component; introduce parent use for feedback on student work. Increase use of SPA. Professional learning on use of COMPASS and have staff as experts in each aspect. 	COMPASS rolled out Professional development Professioanl Deveopment for teachers	Eleonore Wolske and Lisa Brandecker Matt Jamieson and Wendy Stirling Leadership Team	Ongoing for 3 Years Term 2 Term 1 onwards	POS improvement Improved protocols Assessment leading to improved SMART goals
<u>Montessori</u> - Implementation in 2017.	Promotion	Flyer	Principal	Semester 1	Classes for 2017

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	