

2016 Annual Implementation Plan: for Improving Student Outcomes

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Lockwood SOUTH Primary School 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
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:

- As a part of the Bendigo Rural Schools network Lockwood South Primary School plans to participate in a number of cluster based projects that will allow our school to Build Practice Excellence. Specifically we will participate in a curriculum learning program facilitated by Anne Bayetto. Lockwood South staff will be involved in a cluster based 'Classroom Walks' program in 2016. Each school from the cluster will nominate teachers as a planning team to formulate a structured program for learning walks across the cluster. Using the AITSL Learning Walks Guide the teachers will observe classrooms in cluster schools throughout the year with a focus on how we can best cater for our students ensuring a medium to high standard of growth for our students in data such as NAPLAN.

2015	Percentage of Students Growth		
	Low	Medium	High
Domain			
Grammar & Punctuation	40.0%	40.0%	20.0%
Reading	20.0%	80.0%	
Spelling		40.0%	60.0%
Writing		40.0%	60.0%

Curriculum planning and assessment:

- The school currently uses the AUSVELS documents. In 2016 the school plans to embed a culture of curriculum planning, using the new Victorian Curriculum: the school will engage in a curriculum audit to ensure that the curriculum is soundly based in the Victorian curriculum.

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:	<ul style="list-style-type: none">• Build teacher capacity to structure quality oral language opportunities on a daily basis• Commitment to peer observations to improve practice- Cluster & Network Level.
Curriculum planning and assessment:	<ul style="list-style-type: none">• Develop and document whole school curriculum based around the Victorian Curriculum, with Scope and Sequence.• Review and develop Whole school assessment schedule to ensure the purposeful use of data is shared throughout the school.• Develop and refine current instructional model.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT														
Goals	Improve the learning growth of every student in literacy and numeracy.	Targets	<p>NAPLAN At least 100% of students deemed capable, in Grade 3 and 5, achieving within the medium to high relative growth category in NAPLAN.</p> <p>On-Demand At least 80-90% of students testing Grades 3-6 December to December demonstrate at least a year's growth in Spelling, Reading and Numeracy.</p> <p>Teacher Judgements Students at Lockwood South Primary School experience at least one year's growth in Reading, Writing, Speaking and Listening, and Mathematics</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">Victorian Curriculum Targets</th> </tr> <tr> <th>2015</th> <th>2016</th> <th>2018</th> </tr> <tr> <td>80%</td> <td>85% students deemed capable</td> <td>95% students deemed capable</td> </tr> </table>	Victorian Curriculum Targets			2015	2016	2018	80%	85% students deemed capable	95% students deemed capable	12 month targets	
Victorian Curriculum Targets														
2015	2016	2018												
80%	85% students deemed capable	95% students deemed capable												
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 document whole school curriculum based around Victorian Curriculum Scope and Sequence.	<ul style="list-style-type: none"> Develop Scope and Sequence charts for numeracy and literacy. Develop suitable Discovery Units for our school. 	<p>The school will familiarise themselves with the new curriculum, and develop specific scope and sequence charts for literacy and numeracy in fortnightly curriculum meetings.</p> <p>Staff to use planning meetings termly to create discovery units that document the progression points that are required to covered. Feedback from students about what the ways they learn best, enjoy, and would like to know to be incorporated into units.</p>	<p>Principal/staff</p> <p>Principal/Staff</p>	<p>Term 4</p> <p>One per term</p>	<ul style="list-style-type: none"> Scope and Sequence charts developed Individualised programs developed and reflected in teacher planning documents. Observable flexible groupings developed to need. Discovery units developed and linked to Victorian Curriculum. Student feedback and voice evident in unit planning and review. 									
Develop and refine current instructional model.	<ul style="list-style-type: none"> Develop a suitable model for our school for delivery of literacy. 	<p>Staff to trial new models/programs for the delivery of parts of literacy such as Words Their Way for spelling, and commit to CAFÉ for our other areas. Staff will complete school visits, and attend PD where required.</p>	Principal/Staff	Ongoing throughout the year	<ul style="list-style-type: none"> Literacy model developed, documented and implemented. Words their way implemented and fully functional by Term 2 									
Develop whole school Assessment schedule.	<ul style="list-style-type: none"> Develop whole school assessment schedule. 	<p>School will create a school wide common assessment schedule that utilises ALL terms, and caters for assessment OF, FOR, AS learning areas.</p>	Principal/Staff	Ongoing	<ul style="list-style-type: none"> Whole school assessment schedule followed Purposeful use of the data- flexible and fluid groupings Regular staff discussions and use of data for planning. 									

Comment [HAL1]: Some review of targets is recommended. Deemed capable language no longer used. % targets are low given school size

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ENGAGEMENT																							
Goals	[insert from SSP] To build learning confidence and connectedness to peers.	Targets	Student Survey <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center;">Learning confidence Targets</td> </tr> <tr> <td style="width: 33%;">2015</td> <td style="width: 33%;">2016</td> <td style="width: 33%;">2018</td> </tr> <tr> <td>4.42</td> <td>4.5</td> <td>4.5 or above</td> </tr> <tr> <td colspan="3" style="text-align: center;">Connectedness to peers Targets</td> </tr> <tr> <td>2015</td> <td>2016</td> <td>2018</td> </tr> <tr> <td>4.74</td> <td>At or above state mean</td> <td>At or above state mean</td> </tr> </table>			Learning confidence Targets			2015	2016	2018	4.42	4.5	4.5 or above	Connectedness to peers Targets			2015	2016	2018	4.74	At or above state mean	At or above state mean
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	12 month targets	Parent Survey By 2018 Stimulating Learning and Connectedness to Peers at or above State mean. Staff Survey By 2018 we will be in the 67 th Percentile Block for Collective Focus on Student Learning and Renewal of Knowledge and Skills.																					
		12 month targets	Parent Survey In 2016 Stimulating Learning and Connectedness to Peers at or above State mean. Staff Survey In 2016 there will be improvements in Collective Focus on Student Learning and Renewal of Knowledge and Skills.																				
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 practices to support students to understand and articulate their learning.	Develop a new model of teaching and learning with a focus on student engagement.	The principal and staff will review the current model being used, investigate other models, and will use or develop one specific to our setting.	Principal/Staff	End of term 1.	<ul style="list-style-type: none"> Student engagement in the Tuning In and Explicit Teaching elements of the lesson is enhanced Student engagement and Wellbeing document revised and implemented. 																		
	Develop a Whole school ICT policy and program.	School council along with Principal to create and ICT Policy. All staff will complete the ePotential survey to identify areas of strength/weaknesses and plan to embed the use ICT into ALL areas.	Principal/School Council/Staff	Embedded throughout year.	<ul style="list-style-type: none"> ICT program and policy developed. All hardware is ready for use and maintained in a timely manner Staff PDP reflective on an eLearning goal 																		
	Develop a transition program to cater for all transitions.	ALL staff to discuss successes/shortfalls in our current transition. Survey ALL families about the experiences of transition-imp articular new and leaving families.	Principal/Staff	Commencement of Term 4.	<ul style="list-style-type: none"> Transitions program developed including a transition survey. Prep students feel safe and included as reflected by our transition survey. 																		
Develop and refine Discovery Units.	Develop whole school Discovery Units.	Staff to use planning meetings termly to create discovery units that document the progression points that are required to covered. Feedback from students about what the ways they learn best, enjoy, and would like to know to be incorporated into units.	Principal/Staff/Students	Ongoing throughout 2016.	<ul style="list-style-type: none"> Discovery units documented and implemented. Student feedback and voice evident in unit planning and review. 																		

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals		Targets			
To ensure all members of the school community feel they are in a safe and supportive learning environment.		12 month targets			
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 implement practices to ensure a safe and respectful school community.	Develop a Values Education Program	The school will use the School Wide Positive behaviour program as a framework to explicitly teaching the school values and develop an explicit behaviour.	Principal/Staff/Students	Matrix- Term 1 2016 Program-Ongoing	<ul style="list-style-type: none"> Values Education Program embedded New students engagement and wellbeing handbook developed. All staff will have regular meetings with 5 allocated students All staff to meet each Friday to discuss outcome and issues raised. Weekly focus developed based on student needs from mentoring meetings. Student Feedback included in Student Leaders Program Monthly updates written and developed by students and staff Regular meetings with the Chaplain. Student leaders work will be directly used for assessment in the areas of oral language, number, and individualised learning.
	Implement Mentor Program	All students within the school to be allocated a mentor staff or community member that will assist them with any concern during weekly meetings.	All Staff/Community Volunteers	Ongoing	
	Develop a process whereby student feedback is part of the student leaders program.	Student leaders will be identified for 2016. These students will be provided time in weekly meetings to provide feedback to staff, and community regarding school activities. This will be done through weekly communication in the school newsletter and 'Flatmatters' publications, along with informal feedback in pre/post surveys.	Students leaders/Principal/Chaplain	Ongoing	
Strengthen home school connections to develop a collective understanding of the school's visions and values.	Develop a whole school Communications policy to include students, teachers, parents, and wider community.	Revise and rejuvenate the current student engagement and wellbeing policy.	Staff/ Students/ School council.	Term 1	<ul style="list-style-type: none"> Student engagement and Wellbeing policy approved by school council. Communication policy documented.
		Create a communication policy that is in line with DET requirements with School council.	Principal/School Council.	Term 2.	

Comment [HAL2]: Data should be in a table which benchmarks the 2015 starting point

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PRODUCTIVITY					
Goals		Targets	Documentation of clear financial processes. By 2018 to have a surplus budget.		
		12 month targets	Documentation of clear financial processes. In 2016 to have a surplus budget, and create a sustainable workforce plan.		
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
Closely align the school physical, financial and human resources to the school's goals and priorities.	<ul style="list-style-type: none"> Enhance Workforce Development Plan Improve the staff PDP process. Implement ICT program Review and Develop partnerships across the wider community to enhance curriculum delivery 	<p>The Principal with support from workforce planners will create a sustainable model for workforce.</p> <p>The principal will work with all teaching staff, ES and OSHC staff to create a purposeful and strong PDP that is reflective of the Strategic Plan, AIP, and Principal PDP, along with the Education State reforms.</p> <p>The school will use funding to resource the upgrade of equipment, and implement a school wide ICT program. All staff are to include a eLearning target within their PDP.</p> <p>The whole school community will use newsletters, webpage, etc to create purposeful and sustainable partnerships with the broader community through the use of social media, webpage, and an effective communications policy</p>	<p>Principal</p> <p>Principal/All staff</p> <p>All Staff</p> <p>All Staff and SC</p>	<p>Terms 1 & 2</p> <p>Ongoing Principal Term 1 All other staff Term 2</p> <p>Ongoing throughout the year.</p> <p>Term 4</p>	<ul style="list-style-type: none"> Confirmed numbers/Budget Refined WDP adopted Staffing to be stabilised AIP Approved PDP plans and process in place 100% of staff achieving a successful PDP outcome ICT program in place Successful improvement in computer census audit Staff ePotential survey to show improvement especially in confidence of use. Partnerships developed with neighbouring schools for professional learning and learning teams. Regular articles within news

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
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