2016 Annual Implementation Plan: for Improving Student Outcomes

1694

Longford Primary School
2016

Based on Strategic Plan 2015 - 2017

Endorsements

Endorsement by School Principal	Signed M. Currie Name – Matthew Currie Date – 13²ᵗʰ April 2016
Endorsement by School Council	Signed Nw Macreadie Name – Nicholas Macreadie Date – 13ᵗʰ April 2016
Endorsement by Senior Advisor	Signed Name Craig Felstead Date March 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.
This initiative has been selected as our student data shows a clear downward trend in the following areas: Connectedness to Peers 4.09 (State 4.32), Student Morale 5.32 (State 5.73), Learning Confidence 3.77 (State 4.15), School Connectedness 4.13 (State 4.39), Student Motivation 4.36 (State 4.56) This initiative fits in very closely with our Strategic Plan (student engagement) goal of: *To create a student led learning environment where students are motivated to achieve their best.* Schools that build a culture where teachers and students work together, and where student voice is heard and respected, contribute to students building their confidence and having a sense of self-efficacy. Students feel more positive and connected to their school, see themselves as a learner, better understand their learning and growth and feel confident in expressing this to teachers and parents/carers who value their views and opinions.

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**
Empowering students and building school pride.	- Increase the student voice and student led decision making. - Increase the student ownership over their learning outcomes**.** - Improve the learning partnership between teachers, students and parents.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	To optimise the learning outcomes for every student in Literacy and Numeracy.	Targets	•Naplan Data - 35% or higher of students showing high relative growth in the areas of reading, spelling and numeracy. - 20% or lower of students showing low relative growth in the areas of reading, spelling and numeracy.
		12 month targets	•Naplan Data - 35% or higher of students showing high relative growth in the areas of reading and spelling. - 20% or lower of students showing low relative growth in the areas of reading and spelling.

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
To improve our students strategies when decoding words.	Use phonemic blending as first strategy in the teaching of reading at Longford PS. Linked to Soundwaves sounds.	Each guided reading session will include 5 mins linked to the sound of the week. Could be soundboxes, words that will appear in the text. Purchase more phonemic guided reading texts (Levels 1-10). Evidence in planning documents.	All staff	Term 1 2016	When encountering an unfamiliar word students will use phonemic knowledge as their first strategy.
	Ensure that each student spends time counting sounds/soundboxes each week.	Term planners, work programs, classroom delivery.	Classroom teachers	Term 1 2016	Increase in assessment scores for sound awareness throughout the whole school.
	3 times a week intervention – sound work in withdrawal groups.	Timetabling specialist 3 mornings a week. Identifying students through academic flow chart. Purchase more phonemic guided reading texts (Levels 1-10).	Specialist Principal	Term 1	Improved student achievement in spelling through double vowel graphemes.
	Assessing sounds twice a year for the whole school. Inlcude in assessment schedule.	Create classroom sets of laminated testing cards.	Teachers	February & November	

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ENGAGEMENT						
Goals	To create a student led learning environment where students are motivated to achieve their best.	**Targets**	• Student Opinion Surveys *Stimulating Learning* - At or above 4.20 *Student Motivation* – At or above 4.70 • Parent Opinion Surveys *Stimulating Learning* – At or above 6.0 *Student Motivation* – At or above 5.8			
		12 month targets	• Student Opinion Survey to increase by 0.25 in both stimulating learning and student motivation. • Parent Opinion Survey to increase by stimulating learning by 0.25 and student motivation by 0.5			

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
Increase student involvement and participation in decision making through an enhanced student voice					Improvement in Stimulating Learning scores in Student Survey
	Greater student independence in focusing their inquiry.	Encourage students to develop "open" questions for further inquiry. Individualised responses to inquiry. Modelling of deep thinking responses (wondering etc) Using Learning Styles to respond to tasks. Timetable adequate time for inquiry in Science & Humanities.			Principal walkthroughs to show – students on task and enthusiastic.
	Friday Sport Rotations for Grade 5/6		Classroom teachers & Principal	Friday	
	Student led forum	Randomly selected students to meet with Principal	Grade 4-6 and Principal	Each term	
	Find out about student learning styles.	Gardiner's learning styles	Classroom teachers	First week of each year.	

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WELLBEING			
Goals	**For students to feel connected to Longford Primary and want to come to school every day.**	**Targets**	• Attendance – Less than 12 days per year across the school for each student. • Student Opinion Surveys *Student Connectedness* - At or above 4.8 • Parent Opinion Surveys *School Connectedness* – At or above 5.8
		12 month targets	• Attendance – Less than 14 days per year across the school for each student.

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 shared protocols and embed a range of proactive strategies to improve attendance, engaging the whole school community in a program of education towards positive attitudes to attendance and punctuality.	Contact families where students have had 5 or more absences in a semester.	Formal letter to families.	Classroom teachers		Decrease numbers of absences in a given year.
	Introduce "Clubs" for students in Grade 3-6	Term 1 rotations for athletics Winter Term – craft etc		Wednesday PM	
	Lunchtime sessions in Library, ICT, Lego Robotics, WI		Grade 6 to develop a roster each week & monitor.	Once a week	

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY						
Goals	To effectively allocate resources to support improved student outcomes and achieve goals and targets.	**Targets**	To use extra school 'equity funding' to further develop an intervention and extension reading program.			
		12 month targets	To use extra school 'equity funding' to further develop an intervention and extension reading program.			

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
To further develop our whole school academic tracker.	All students deemed 12 months behind will be given an initial sounds assessment.	Release teacher for 1 hour / 4 days a week. Cost $ 7000	Principal	Beginning Term 1 2016.	Teacher released for role. Specialist timetable reflecting this.
	Students broken into small groups based on common weaknesses in sound identification.	Timetabling release time for teacher. Changing timetable for 2016 to have a 9-11 literacy block.	Specialist Teacher	Beginning Term 1 2016.	Specialist timetable reflecting release.
	Groups run over a two week period with intensive work done on three to four sounds.	Access SPELD SA website. Order 3-4 sets of SPELD books – Cost $1000	Principal	February 2016.	Books being used at school by intervention groups.
	Groups reviewed every two weeks.	Pre and post testing. Devise and implement whole school sounds assessment.	Staff Specialist teacher	Ongoing 2016.	Intervention groups established. Improved results on pre and post sound testing assessments. Increase in students making benchmarking levels across school. Increase in Naplan reading scores in Year 3 ad 5.

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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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	