




2016 Annual Implementation Plan: for Improving Student Outcomes

5120

Silverton Primary
2016

Based on Strategic Plan 2013 - 2016

Endorsements

Endorsement by School Principal	Signed.....  Name.....Amanda Prosser..... Date.....19/4/2016.....
Endorsement by School Council	Signed.....  Name.....Daud Ally..... Date.....19 APRIL 2016.....
Endorsement by Senior Advisor	Signed:  Name: John Keyzers Date: 7 th April 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>From analysing the Attitudes to school survey, parent and staff surveys there is a big need to focus on Positive climate for learning; setting expectations and promoting inclusion across the whole school. School climate impacts students' motivation to learn and achieve, and, in some cases, academic outcomes. At Silverton there is a need to expect and enforce respectful social and learning behaviour and for this to happen at Silverton staff need to work together on making sure everyone believes and understands our school vision and philosophy.</p> <p>Over the past two years Silverton's students enrolments has increased, twelve new staff members with less than 2 years teaching experience and 5 leaders have departed on Family Leave which strongly confirms Silverton's need to build leadership and teacher capacity on the unique way Silverton delivers their curriculum. We need to take a step back and make sure all staff understands Silverton's approach to health, wellbeing, inclusion and engagement for our students. In addition we have learnt that our school's community in the Prep to 2 areas has changed over the past two years with more employed and higher educated parents.</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
<p>Curriculum planning and assessment: Schools will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</p>	<ul style="list-style-type: none"> • Through a strong commitment to continuous improvement, build a culture of reflective practice and ambition and achievement. • Foster high quality teaching at all levels by retaining a strong focus on building staff capacity. • Ensure that every student's educational path, curriculum, instruction, and schedule be personalised to meet her/his learning needs.
<p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>	<ul style="list-style-type: none"> • Foster high quality teaching at all levels by retaining a strong focus on building staff capacity. • Ensure that every student's educational path, curriculum, instruction, and schedule be personalised to meet his/her learning needs. • Enhance school processes and protocols to ensure a learning pathway for every student is in place.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																																																																																																																																																																																																																			
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		<ul style="list-style-type: none"> To reduce the proportion of Year 3 and 5 students achieving minimum standards or below in Numeracy and Reading in the NAPLAN. To increase the proportion of Grade 3 and 5 students achieving in the highest 2 bands in Numeracy and Reading. 																																																																																																																																																																																																																																																	
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Through a strong commitment to continuous improvement, build a culture of reflective practice and ambition and achievement.	<ul style="list-style-type: none"> Continuation of Professional Learning plans for all staff including Education Support Staff Review and publish assessment schedule incorporating new assessments in literacy 	<ul style="list-style-type: none"> Staff will develop Professional development plans after consulting Silverton's Strategic Plan and Annual Implementation Plan Structuring meeting schedules and agendas to allow for reflection to occur Staff will contribute at staff / level meetings Implementation of assessment tools. 	<ul style="list-style-type: none"> All staff PD Coordinator Team managers 	Ongoing	<ul style="list-style-type: none"> All staffs' Professional Development Plans are related to school priorities and individual needs by showing evidence to endorse their goals Team Leaders will have reflective comments documented Management team will see a difference / change in teacher practice and behaviours by comparing student data, student feedback comments and team reflective comments. Assessment schedule documentation 																																																																																																																																																																																																																																														
Foster high quality teaching at all levels by retaining a strong focus on building staff capacity.	<ul style="list-style-type: none"> All staff involvement in an Action Research Projects including formalised progress reporting, summarising and evaluation. Build staff capacity to use formative and summative assessments in literacy and numeracy to inform programming for all students. 	<ul style="list-style-type: none"> Progress Monitoring / tracking tool of all the Action Research Projects Professional development based around assessment ad moderation 	<ul style="list-style-type: none"> All staff PD Coordinator Literacy and Numeracy managers 	Ongoing	<ul style="list-style-type: none"> The Staff survey will indicate a high ranking in the Professional Development area. Action research Project documentation of staff learning progress ./ journey and team and individual reflections All staff will supply evidence of improved targeted teaching through their planning documentation. 																																																																																																																																																																																																																																														
Ensure that every student's educational path, curriculum, instruction, and schedule be personalised to meet her/his learning needs.	<ul style="list-style-type: none"> Continuation of Data Analysis within all Professional learning teams Continued use of Sentral to track and monitor students Research and develop a staff Professional development plan to build capacity in using DRA 2 to further enhance the teaching and learning reading practices across the whole school 	<ul style="list-style-type: none"> Team / Whole school Moderation sessions Professional development on DRA2 Silverton's Data Team regularly meets Timetabling of staff during Literacy and Numeracy across the whole school 	<ul style="list-style-type: none"> Data Team Team managers Literacy and Numeracy managers 	Ongoing	<ul style="list-style-type: none"> Evidence of Students Education / learning plans Evidence of team planning documentation Student work samples showing improvement Termly analytic documentation from the Data Team All staff will track 3 students from each area Number, reading and writing workshop to demonstrate their change in teaching practice and behaviour by keeping a Reflective Journal 																																																																																																																																																																																																																																														

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ENGAGEMENT																																													
Goals	<ul style="list-style-type: none"> To strengthen student's social and emotional learning skills. To strengthen student's independent and personal learning skills 		Targets	<ul style="list-style-type: none"> To show improvement in the area of Student Relationships as measured by the Attitude To School Survey in the areas of Connectedness to Peers, Behaviour and Student Safety from the 2012 means of 4.35, 2.87 and 4.23 respectively. To show improvement in the area of Student Relationships as measured by The Parent Opinion Survey to indicate improvement in the area of in areas Connectedness to Peers Behaviour and Student Safety from the 2012 means of (6.43) (6.24) (6.07) respectively 																																									
	12 month targets		<p>Attitudes to School Survey Results – Year 5/6 1 = Strongly Disagree 5 = Strongly Agree</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th style="color: red;">2013</th> <th style="color: red;">2014</th> <th style="color: red;">2015</th> <th style="color: red;">Targets 2016</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>3.23</td> <td>2.95</td> <td>3.95</td> <td style="color: red;">4.0</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.12</td> <td>4.34</td> <td>4.44</td> <td style="color: red;">4.5</td> </tr> <tr> <td>Student Safety</td> <td>4.20</td> <td>4.29</td> <td>4.45</td> <td style="color: red;">4.5</td> </tr> </tbody> </table> <p>Parent Survey Results 1 = Strongly Disagree 7 = Strongly Agree</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th style="color: red;">2012</th> <th style="color: red;">2013</th> <th style="color: red;">2014</th> <th style="color: red;">Targets 2015</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td></td> <td>6.16</td> <td>6.39</td> <td style="color: red;">6.40</td> </tr> <tr> <td>Connectedness to Peers</td> <td></td> <td>6.43</td> <td>6.60</td> <td style="color: red;">6.60</td> </tr> <tr> <td>Student Safety</td> <td></td> <td>6.53</td> <td>6.71</td> <td style="color: red;">6.70</td> </tr> </tbody> </table>				2013	2014	2015	Targets 2016	Classroom Behaviour	3.23	2.95	3.95	4.0	Connectedness to Peers	4.12	4.34	4.44	4.5	Student Safety	4.20	4.29	4.45	4.5		2012	2013	2014	Targets 2015	Classroom Behaviour		6.16	6.39	6.40	Connectedness to Peers		6.43	6.60	6.60	Student Safety		6.53	6.71	6.70
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Foster high quality teaching at all levels by retaining a strong focus on building staff capacity.	<ul style="list-style-type: none"> Refine coaching protocols – draft was completed in Dec 2015 Implement the Silverton's Coaching Model Continuous Professional Development throughout the year to develop and strengthen staff capacity with external consultant 	<ul style="list-style-type: none"> Coaching team will practise, model, reflect and share with staff at a Professional development session Employment of Vicky Shukuroglou to continue to work with the staff (3rd year) 	<ul style="list-style-type: none"> Coaching Team Principal All staff 	Ongoing	<ul style="list-style-type: none"> Teacher contributing to the reflective blog after seeing and viewing Vicky's sessions Teachers making changes to their practices or reflecting on their practices after analysing student feedback comments. 																																								
Ensure that every student's educational path, curriculum, instruction, and schedule be personalised to meet his/her learning needs.	<ul style="list-style-type: none"> Provide timely and effective feedback to students, using NIC (Now I can) Ensure all teachers are planning and targeting students' needs. Students to track their learning by setting goals in Number and Writing. Termly Personalised Learning Plans for As and D / Es students Termly Individual Education Plans for all PSD students and students with specific severe learning or other needs Teachers to plan and implement 	<ul style="list-style-type: none"> Staff Professional Development on effective feedback strategies Student friendly language is used on our tracking system Success criteria being visible, understood and used. 	<ul style="list-style-type: none"> All staff members Professional Development Coordinator Team Managers Literacy and Numeracy Managers 	Ongoing	<ul style="list-style-type: none"> Student Work samples in all 3 areas; writing, reading and number that will show improvement of learning from specific teacher / student feedback Evidence of students using and evaluating against success criteria 																																								




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WELLBEING															
Goals	<ul style="list-style-type: none"> To strengthen transition and pathway programs to maximise learning outcomes through all stages of schooling 	Targets	Parent satisfaction as measured by the transition variable of the parent opinion survey to be positive.												
		12 month targets	Parent Survey Results 1 = Strongly Disagree 7 = Strongly Agree												
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Enhance school processes and protocols to ensure a learning pathway for every student is in place.	Continuation of these programs <ul style="list-style-type: none"> New student transition program Transition to Foundation Transition to Secondary schools Silverton's Internal transition Student mentoring – social skills program Start-up program Lunchtime / recess activities Breakfast program Mindfulness program Resilience program 	<ul style="list-style-type: none"> Appointment of an Enrolment Induction Coordinator Induction program for new students and monitor throughout the year Visit / Meet with local preschools, Secondary schools to discuss transition Visit and contact the Language Schools 	<ul style="list-style-type: none"> Enrolment Induction Coordinator Transition Coordinators Foundation / Grade 6 	Ongoing	<ul style="list-style-type: none"> Kinder and Secondary schools attend meetings or Professional development at Silverton. Feedback from the students and teacher from Kinder and Secondary school transition visits Enrolment numbers for 2017. 										
	Monitoring new students throughout the year	<ul style="list-style-type: none"> New students introduced at whole school assemblies New students and parents meet with Enrolment Induction Coordinator New students are taken on a school tour with the Enrolment Induction Coordinator Assessment completed on new students and passed onto teachers Enrolment Induction Coordinator to contact previous school Ongoing check ins with new students Principal will interview any new Grade 6 student and parents 	<ul style="list-style-type: none"> Enrolment Induction Coordinator 	On arrival Ongoing	<ul style="list-style-type: none"> New student survey data will give us good feedback on what worked well and didn't. The Parent survey will indicate a high ranking in the Transition area. 										
	Employment of a Student wellbeing Teacher	<ul style="list-style-type: none"> Appoint a staff member to the role of wellbeing teacher Establishing the role of the wellbeing teacher 	<ul style="list-style-type: none"> Principal Assistant Principal 	Term 4 2015 Ongoing	<ul style="list-style-type: none"> Term Reflection / feedback from students and teachers about the role of the wellbeing teacher. 										

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	<ul style="list-style-type: none"> To develop the leadership skills and capabilities of emerging educational leaders at Silverton Primary School. 	Targets	<i>Participants develop the leadership capabilities and competencies required to be effective educational leaders. Participants apply their leadership capabilities and competencies within their existing roles and contexts.</i>		
		12 month targets	Emerging leaders take on new leadership roles and responsibilities across and beyond the school		
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 build pipeline of future school leaders to sustain and further the success of the school	<ul style="list-style-type: none"> External consultant to continue with Silverton's leadership program Shadowing other leaders from different schools 	<ul style="list-style-type: none"> Employment of Tony Ross – third year of the program Releasing our leaders to shadow other leaders 	<ul style="list-style-type: none"> Principal Leadership participants 	Ongoing	<ul style="list-style-type: none"> i Lead survey data from participants SVA tracking excel system Participant's reflections and feedback on their leadership development. Reflections from the consultant and their team members on their leadership development.

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	