

2016 Annual Implementation Plan: for Improving Student Outcomes

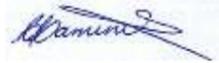
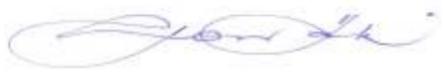
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Belle Vue Primary School

Based on Strategic Plan 2013 - 2016



Endorsements

Endorsement by School Principal	Signed:  Name: Catherine Caminiti Date: March 21, 2016
Endorsement by School Council	Signed:  Name: Faz Moradi Date: 22 nd March 2016
Endorsement by Senior Advisor	Signed:  Name: Sharon Saitlik Date: March 21, 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 SEL, 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 was seen as one of the key areas to continue working on. Upskilling staff or building practice excellence, in whole school initiatives such as VCOP – Big Write in order to develop consistency in teacher judgements across the school. Curriculum planning and assessment also highlights the need for teachers to use their data more effectively in order to cater for individual student learning outcomes.

Staff opinion data and current initiatives such as Sustainability; determine our focus remains on creating that whole school vision, where teachers work collaboratively with a collective focus and responsibility on student learning. Clearly defined roles and responsibilities, ensuring staff are given time to meet and discuss student data through scheduled workshops and timetabled common planning, and the continuation of the Peer Observation Process will ensure that teachers are all working together collaboratively.

Attitudes to School survey data indicates that the school needs to focus on creating a more cohesive and positive school environment, where student connectedness increases into the third quartile. This will be addressed through work with Tracey Ezard. Focus will be on creating a buzz in the classroom and staffroom; reflecting on our 2013 – 2016 Strategic Plan, and where to next, whilst maintain joy, engagement and flow in the classroom.

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"> • School based professional learning <ul style="list-style-type: none"> ○ VCOP – Big Write: continue to develop whole school writing program ○ Peer Observation Process – continue focussing on student data ○ Using Sentral software system to create data profiles for each student
Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Using data sets more effectively to guide future planning <ul style="list-style-type: none"> ○ Victorian Curriculum • Build on whole school writing continuum and assessment schedule • Create a data (tracking) profile for each student using the Sentral software system covering each key learning area
Setting expectations and promoting inclusion Creating a positive culture where expectations, accountability and feedback is transparent	<ul style="list-style-type: none"> • PDP's • Roles and Responsibilities – accountability • Peer Observations Process – collaboration and reflection • Tracey Ezard – Buzz in the staffroom and in the classroom
Empowering students and building school pride: Creating a positive school community which promotes goal setting, risk taking, accountability and inclusion in a supportive environment	<ul style="list-style-type: none"> • You Can Do It Program • School Values • Sustainability – whole school as well as unit/level initiatives; JSC and Student Leadership roles

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT	
Goals To improve Literacy and Numeracy through a comprehensive curriculum based on VELs and AUSVELs incorporating the use of 21st century technologies.	Targets <ul style="list-style-type: none"> • <u>NAPLAN</u> – Year 3 students to be in the top 10% of Victorian Government schools in Reading and Writing and top 5% in Spelling and Numeracy. Year 5 students to be in the top 5% in Spelling, Grammar and Punctuation, Reading and Numeracy in the top 5% of Victorian Government schools. • <u>VELs Teacher Judgement</u> – <ul style="list-style-type: none"> ○ Reading - 70% of students to be rated 'A' with 90% to be above expected VELs – AUS/VELs levels. ○ Writing - 70% of all students to be rated 'A' with 85% to be above expected VELs – AUS/VELs levels. ○ Maths/Number - 70% of all students to be rated 'A' with 90% to be above expected in VELs – AUS/VELs levels.
	12 month targets <p><u>NAPLAN Year 3</u> Reading – to reach a minimum score of 480 (432 in 2015) above the State Mean of 441 Writing – to reach a minimum score of 478 (429 in 2015) above State Mean of 432 Spelling – to reach a minimum score of 460 (422 in 2015) above the State Mean of 420 Grammar and Punctuation – to reach a minimum score of 480 (435 in 2015) above the State Mean of 444 Numeracy – to reach a minimum score of 475 (424 in 2015) above the State Mean of 411</p> <p><u>NAPLAN Year 5</u> Reading – to maintain a minimum score of 549 above the State Mean of 510 Writing – to maintain a minimum score of 532 above the State Mean of 491 Spelling – to maintain a minimum score of 544 above the State Mean of 505 Grammar and Punctuation – to maintain a minimum score of 554 above the State Mean of 511 Numeracy – to maintain a minimum score of 547 above the State Mean of 504</p> <p><u>National Minimum Standards Year 3</u> Reading – increase the number of students achieving above the National Minimum Standard from 96% to 100% Writing – increase the number of students achieving above the National Minimum Standard from 96% to 100% Spelling – increase the number of students achieving above the National Minimum Standard from 85% to 90% Grammar – increase the number of students achieving above the National Minimum Standard from 85% to 90% Numeracy – increase the number of students achieving above the National Minimum Standard from 88% to 93%</p> <p><u>National Minimum Standards Year 5</u> Reading – maintain 100% of students achieving above the National Minimum Standard Writing – maintain 100% of students achieving above the National Minimum Standard Spelling – increase the number of students achieving above the National Minimum Standard from 97% to 100% Grammar – increase the number of students achieving above the National Minimum Standard from 94% to 100% Numeracy – increase the number of students achieving above the National Minimum Standard from 97% to 100%</p> <p><u>AusVELs Targets (Teacher Judgements)</u> Reading – 50% of all students are to be rated 'A' (Target for 2015 – 50% Actual 42.77%) with 75% to be above expected levels in AusVELs (Target for 2015 – 74% Actual 68.78%) Writing – 30% of all students are to be rated 'A' (Target for 2015 – 35% Actual 21.38%) with 65% to be above expected levels in AusVELs (Target for 2015 – 60% Actual 50.86%) Speaking and Listening – 35% of all students are to be rated 'A' (Target for 2015 – 30% Actual 28.33%) with 70% to be above expected levels in AusVELs (Target for 2015 – 70% Actual 58.95%) Maths (Number) – 40% of all students are to be rated 'A' (Target for 2015 – 35% Actual 31.60%) with 70% to be above expected levels in AusVELs (Target for 2015 – 70% Actual 58.62%)</p>

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
Building Practice Excellence School based professional learning (PALT Workshops) <ul style="list-style-type: none"> VCOP – Big Write: continue to develop whole school writing program 	Provide release time for Bryce (English Curric Leader) to plan and prepare VCOP – Big Write Professional Learning Workshops Provide time at each workshop for staff to share VCOP successes Plan and implement VCOP – Big Write writing and assessment schedule for the year Allow opportunities for whole school moderation of writing activities and reflection	Leadership release time to prepare for professional learning workshops Schedule professional learning workshops twice per term Budget for resources and ongoing professional learning	Bryce – English Curriculum Leader <ul style="list-style-type: none"> All teaching staff 	Ongoing monitoring throughout the year. Professional learning workshops scheduled twice per term.	<u>Writing - VCOP</u> A documented whole school approach to writing utilising VCOP – Big Write <ul style="list-style-type: none"> Planning documents contain VCOP components Scheduled Writing Assessment Timeline in all planning folders Greater consistency in AusVELS teacher judgement <ul style="list-style-type: none"> Whole school 'cold write' moderation activities Using the yearly data tracker (on Sentral) to inform teaching/planning <ul style="list-style-type: none"> Data uploaded 5 times a year (after each cold write) Improvement in writing data across the school <ul style="list-style-type: none"> 30% of all students are to be rated 'A', with 65% to be above expected levels in AusVELS
Building Practice Excellence School based professional learning (PALT Workshops) <ul style="list-style-type: none"> Peer Observation Process – continue focussing on student data 	Professional learning workshop to revisit Peer Observation protocols at the beginning of 2016 <ul style="list-style-type: none"> Timelines established in collaboration with teachers Allocation of time for teachers to plan and debrief/reflect during PALT Workshops 	Teaching staff will work with level leaders to determine peer observation 'buddy' Peer Observation timeline to be determined by peer partners	Cathy <ul style="list-style-type: none"> All teaching staff 	Minimum of one Peer Observations per term. Week 6 PALT workshop dedicated to Reflection Process	<u>Peer Observation Process</u> Teachers working together collaboratively <ul style="list-style-type: none"> Staff Opinion Survey Data (Teacher Collaboration) to remain in the 4th quartile Teachers discussing student data and taking collective responsibility of learning outcomes <ul style="list-style-type: none"> Staff Opinion Survey Data (Collective Responsibility) to remain in the 4th quartile Teachers reflecting on their teaching and learning process <ul style="list-style-type: none"> Staff Opinion Survey Data (Academic Emphasis) to increase from 3rd to 4th quartile (76% to 92%) Peer Observation Process linked to Individual Performance and Development Plans (Student Outcomes focused goal – whole school goal part of 'predicted evidence')
Building Practice Excellence School based professional learning (PALT Workshops) <ul style="list-style-type: none"> Using Sentral software system to create data profiles for each student 	Scheduled PALT workshops Whole staff PD on how to upload data Collaborative and consistent approach to electronic profile (eg Running records, VCAA On Demand, Cold Write Assessment, ILP's, SSG minutes etc)	Release time scheduled for ICT leader to plan and prepare for workshops and liaise with Sentral support Sentral support to work with staff	Rachael as ICT Coordinator <ul style="list-style-type: none"> Sentral support staff All staff 	Ongoing throughout the year	<u>Sentral</u> Strong relationship with Sentral support staff All staff have greater confidence, knowledge and capacity to access and upload student assessment data. Comprehensive profiles for each student uploaded on to Sentral using the data tracking system.
Curriculum Planning and Assessment <ul style="list-style-type: none"> Using data sets more effectively to drive future teaching, learning, reflecting and planning 	Providing an assessment schedule with timelines for the following to take place and reflect on: <ul style="list-style-type: none"> PLT's ILP's VCAA On Demand Running Records AusVELS teacher judgement EOL MOL Words Their Way (Spelling) Big Write Assessments etc Begin transition into Victorian Curriculum <ul style="list-style-type: none"> Whole staff professional development Flexibility to adapt as it is implemented Determine how the Victorian Curriculum transfers across to Sentral 	Allocated common planning time Scheduled PLT meeting times Fund ICT resources Attend Network and Regional information and professional development sessions	All teaching staff Leadership Team All teaching staff	Assessment schedule set at the beginning of year. Ongoing throughout year	Evidence based assessment procedures More accurate data analysis <ul style="list-style-type: none"> Units/levels to analyse progress Greater understanding and accuracy of student achievement Improved student learning outcomes in all curriculum areas P – 6 All staff have attended professional learning on the Victorian Curriculum

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
Curriculum Planning and Assessment <ul style="list-style-type: none"> Build on whole school writing continuum and assessment practices 	Schedule Writing workshops each term Provide time for staff to work on a 'writing planner'	Budget allocation for essential resources. Leadership release time scheduled	Bryce (English Curriculum Leader) in collaboration with all teaching staff	Ongoing throughout the year. VCOP – Big Write PALT workshop scheduled each term; writing moderation tasks scheduled each semester.	Documented writing assessment schedule (scope and sequence) <ul style="list-style-type: none"> Consistency and improvement in AusVELS teacher judgements Improvement in NAPLAN writing data Established curriculum framework for Writing in use P-6
Curriculum Planning and Assessment <ul style="list-style-type: none"> Use the continuum tracker to create a learning profile for each student on Sentral 	Scheduled PALT workshops Whole staff PD on how to upload data Provide a method for data collation (create a shared document/template) Use Sentral continuum to assist the creation of PLT Logs	Release time scheduled for ICT leader to plan and prepare for workshops and liaise with Sentral support Provide all staff with an Assessment schedule to ensure ongoing use of continuum tracker Form PLT Logs in team meetings by using AusVELS and Continuum tracker foci	Rachael (ICT Coordinator) All staff	Ongoing throughout the year	Comprehensive profiles for each student uploaded on to Sentral using the data tracking system. More accurate and current academic profile of each student Timely updating/maintenance of data records (continuum tracker)

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve student engagement through collaborative learning processes P - 6.	Targets	• Staff Opinion data to be in the third quartile in all areas.		
		12 month targets	Create a whole school shared vision where teachers work collaboratively with a collective focus and responsibility on student learning. This will lead to an increase in the staff opinion data in the following areas: <ul style="list-style-type: none"> • Collective Focus on Student Learning (Peer Observations and PLT's) • Collective Responsibility for Student Learning (NAPLAN and Writing) • Role Clarity 		
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
Setting expectations and promoting inclusion: Creating a positive culture where expectations, accountability and feedback	Tracey Ezard will focus on the following: - celebrating the past - creating a buzz in the classroom and staff room - relationships and neuroscience - reflect review process - engagement, joy and flow - journey map/visionary Negotiate Roles and Responsibilities with each staff member <ul style="list-style-type: none"> • Roles and responsibilities will be addressed at Staff Reviews twice per year Timetable PALT workshops, unit meetings and common planning time to analyse student learning data, celebrate successes and discuss challenges Peer observations to provide opportunities to experience different levels	Engage the services of Tracey Ezard Timetable individual meetings to clarify roles and responsibilities Once negotiated role statements will be distributed via email (Staff Handbook) prior to commencement of 2016 Scheduled release for unit planning, common time and PALT Peer 'buddies' to determine time frames within each term PALT allocation for Peer Observation Reflection (time tbc – week 6)	Tracey All staff Cathy All Staff Cathy Leadership team/Peer Teams	April 22 nd 2016 Full day PD End of 2015 for 2016 Beginning of 2016 Week 6 of each term	Teachers working collaboratively within, and across teams,/levels working towards a whole school shared vision Teachers engaging in constructive professional dialogue – support a culture of challenge Clearly documented Roles and Responsibilities – addressed in Performance Reviews Staff achieving professional learning goals (PDP's) Improved Staff Opinion Survey Results to be in the third quartile A documented approach to sharing student data, sharing teaching practices, celebrating achievements and challenges Peer Observation timelines established and timetabled in teacher planning documentation <ul style="list-style-type: none"> • Improved teacher reflection (inclusion in Performance and Development Plans) • Improved student learning outcomes

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	No Productivity Section in last Strategic Plan 2013 – 2016	Targets	No Productivity Section in last Strategic Plan 2013 - 2016		
	Target the allocation of resources (human, financial, time, space and materials) to maximise student learning outcomes and engagement.	12 month targets	Improve student learning data through ongoing professional development for all staff in VCOP Big Write; use of the Sentral software system (Student Profiles) and support promotion and inclusion of whole school initiatives. Submit and approve budgets with School Council by March 30 th . Budgets to include resourcing for: - Internal and external VCOP PD and/or resourcing (all teaching staff) – ongoing throughout the year - Internal and external Sentral PD on creating a more comprehensive data profiling system for each student - Working with Tracey Ezard on working towards a whole school shared vision and culture of challenge - Ensuring staff, students and parents are working together to create a more inclusive and supportive environment through whole school initiatives such as YCDI, ICT and Sustainability		
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
Building Practice Excellence School based professional learning (PALT Workshops) <ul style="list-style-type: none"> VCOP – Big Write: continue to develop whole school writing program 	Provide release time for Bryce (English Curric Leader) to plan and prepare VCOP – Big Write Professional Learning Workshops Provide time at each workshop for staff to share VCOP successes Plan and implement VCOP – Big Write writing and assessment schedule for the year Allow opportunities for whole school moderation of writing activities and reflection	Leadership release time to prepare for professional learning workshops Schedule professional learning workshops twice per term Funded through both – English Curriculum Budget (\$1000.00) and Equity Funding (\$1000.00)	Bryce – English Curriculum Leader <ul style="list-style-type: none"> All teaching staff 	Ongoing monitoring throughout the year. Professional learning workshops scheduled twice per term.	Writing - VCOP A documented whole school approach to writing utilising VCOP – Big Write Greater consistency in AusVELS teacher judgement Using the yearly data tracker (on Sentral) to inform teaching/planning Improvement in writing data across the school
Building Practice Excellence School based professional learning (PALT Workshops) Using Sentral software system to create data profiles for each student	Scheduled PALT workshops Whole staff PD on how to upload data Collaborative and consistent approach to electronic profile (eg Running records, VCAA On Demand, Cold Write Assessment, ILP's, SSG minutes etc)	Release time scheduled for ICT leader to plan and prepare for workshops and liaise with Sentral support Sentral support to work with staff Sentral to be funded through the Professional Learning Budget (\$2500.00) and Equity Funding (\$1000.00)	Rachael as ICT Coordinator - Sentral support staff All staff	Ongoing throughout the year	Sentral Strong relationship with Sentral support staff All staff have greater confidence, knowledge and capacity to access and upload student assessment data. Comprehensive profiles for each student uploaded on to Sentral using the data tracking system.
Setting expectations and promoting inclusion: Creating a positive culture where expectations, accountability and feedback	Tracey Ezard will focus on the following: - celebrating the past - creating a buzz in the classroom and staff room - relationships and neuroscience - reflect review process - engagement, joy and flow - journey map/visionary	Engage the services of Tracey Ezard Resourced through the professional learning budget (\$3500.00) and Equity Funding (\$1000.00)	Tracey All staff	April 22 nd 2016 Full day PD - including follow up support for leadership	Teachers working collaboratively within, and across teams,/levels working towards a whole school shared vision Teachers engaging in constructive professional dialogue – support a culture of challenge
Empowering students and building school pride: Creating a positive school community which promotes goal setting, risk taking, accountability and inclusion in a supportive environment.	YCDI Parent Information evening promoting social and emotional health and wellbeing ICT/Cyber safety parent and student evening e.g. 6–7 pm Grade Prep – 2 (students with parents) 7:15–8:30 pm Grade 3–6 (students with parents)	Engage services of Marg Milne (YCDI Presenter) Professional Learning Budget (\$500.00) and Equity Funding (\$500.00) Engage services of Catherine Gerhardt (Classroom Connections) ICT Budget (\$1000.00) and Equity Funding (\$1000.00)	YCDI Presenter – Marg Milne Classroom Connections _ Catherine Gerhardt	Term 1 Beginning Term 1	Increased Parent attendance to the information sessions (YCDI, Cyber safety and Sustainability) Cultural impact (common language) based on the 5 YCDI keys – each student demonstrating knowledge and behaviours of the program Parent Opinion Survey to remain in the third quartile Increased response to parent opinion survey Attitudes to School Survey data in School Connectedness to increase to the fourth quartile.

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	