

2016 Annual Implementation Plan: for Improving Student Outcomes

[5135]

[Kingsley Park P.S.]
[2016]

Based on Strategic Plan [2014 - 2017]

Endorsements

Endorsement by School Principal	Signed  Name J. Barney Burnett Date 29 - 4 - 2016
Endorsement by School Council	Signed  Name Anna Ellam Date 29 - 4 - 2016
Endorsement by Senior Advisor	Signed  Name Dennis Pratt Date March 23 rd 2016

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	<p>Building practice excellence: Teachers, principals and schools will work together</p> <p>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</p>
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	<p>Empowering students and building school pride: Schools will develop approaches that give students a greater say</p> <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>
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>Kingsley Park P.S. has made significant improvement in whole school data in relation to pre and post-test SMART Goals with a specific focus. AusVELS Teacher Judgement data displayed steady growth however NAPLAN data has become a growing concern with a lack of improvement. Explicit Teaching has become predominant and the thinking curriculum needs to become a priority. The delivery of curriculum programs needs to be consistent across the school and an improvement in teacher capacity is imperative. Accountability throughout the school is an area requiring attention. The current leadership plan needs to allow for succession planning in leadership capacity.</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
Building Practice Excellence	<ul style="list-style-type: none"> Refinement of the teaching and learning statement and linking it with student achievement data which will be the component of the Performance and Development Plan. <ul style="list-style-type: none"> Develop a whole school teaching and learning model and agreed teacher practice. VCOP and Big Write implemented in every classroom – fortnightly Big Write sessions. Development of vocabulary and oral language. Work towards the implementation of CAFÉ and the Daily 5.
Curriculum planning and assessment	<ul style="list-style-type: none"> Assessment of writing.
Building leadership teams	<ul style="list-style-type: none"> To build the leadership capacity of staff.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT											
Goals	<ul style="list-style-type: none"> To improve student learning outcomes across the school in Literacy. To improve student learning outcomes across the school in Numeracy. To establish KPPS as a national model of a professional learning community at work based on 3 consecutive years of improved data. 	Targets	<p>AusVELS Data – Teacher Judgement</p> <ul style="list-style-type: none"> Increase the average number of children working above level in Literacy from 10.7% in 2014 to 20.7% in 2017. Increase the average number of children working above level in Numeracy from 5.7% in 2014 to 15.7% in 2017. <p>NAPLAN – Year 3</p> <ul style="list-style-type: none"> Increase the number of children working above the National Minimum Standard in Literacy by 10% from 83.2% in 2014 to 93.2% in 2017 and in Numeracy from 87.2% in 2014 to 97.2% in 2017. <p>NAPLAN – Year 5</p> <ul style="list-style-type: none"> Increase the number of children working above the National Minimum Standard in Literacy by 10% from 80.2% in 2014 to 90.2% in 2017 and in Numeracy from 79.1% in 2014 to 89.1% in 2017 <ul style="list-style-type: none"> School trend data in Years 3 and 5 will indicate an upward trend by 10% in Literacy and Numeracy in comparison to the state wide means. 	12 month targets	<p>AusVELS Data – Teacher Judgement</p> <ul style="list-style-type: none"> Increase the average number of children working above level in Literacy by 2.5% from 16.1% to 18.6% by the end of 2016. Increase the average number of children working above level in Numeracy by 2.5 % from 6.2% to 8.7% by the end of 2016. <p>NAPLAN – Year 3</p> <ul style="list-style-type: none"> Increase the number of children working above the National Minimum Standard in Literacy by 2.5% from 84.7% to 87.2% and in Numeracy from 75.8% to 78.3% by the end of 2016. <p>NAPLAN – Year 5</p> <ul style="list-style-type: none"> Increase the number of children working above the National Minimum Standard in Literacy by 2.5% from 87.2% to 89.7% and in Numeracy from 88.1% to 90.6% by the end of 2016. 	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
<ul style="list-style-type: none"> Refinement of the teaching and learning statement and linking it with student achievement data which will be the component of the Performance and Development Plan. Develop a whole school teaching and learning model and agreed teacher practice. Work with the PLC Network to establish culture. 	<ul style="list-style-type: none"> Teaching and Learning Framework Assessment and Reporting Professional Development Inquiry Learning Performance and Review Professional Learning Community. 	<ul style="list-style-type: none"> Implement a strategic and consistent approach to teaching and learning including differentiation. Improve moderation and the use of data in a horizontal and vertical manner. Whole school staff professional development on professional feedback and differentiation of teaching and learning. Continue with the Walker Approach to learning. Staff accountability in delivering this methodology must be integrated into all school programs. Plan using a learning log at each PLT. Refine the essential learning / power standards to link with the Victorian Curriculum. All staff use the 4 critical questions Develop a whole school approach to the 4 tiers for intervention. Improve linking of dimensions in 	<ul style="list-style-type: none"> Executive Executive P-2 Whole Staff Whole Staff Whole Staff Whole Staff Whole Staff 	<ul style="list-style-type: none"> Term 1 Term 1 Term 1 Term 2 Term 2 Term 1 Term 2 	<ul style="list-style-type: none"> Teachers differentiate the curriculum in their planning and teaching by the end of Term 1. All teachers become confident with interpreting NAPLAN data by the end of Term 3. All staff will attend PD for Literacy and Numeracy by the end of 2016. By the end of 2016, teachers identify and include activities including higher order thinking skills into their teaching. The Leadership Team will have time allocated each week to focus on coaching and mentoring in classrooms. The Victorian Curriculum will be trialled. By the end of Term 2 all staff regularly use moderation practices to ensure consistency in assessment. 						

	<ul style="list-style-type: none"> • Sentral and Compass Reporting Systems. • VCOP and Big Write implemented in every classroom – fortnightly Big Write sessions. • Development of vocabulary and oral language. • Work towards the implementation of CAFÉ and the Daily 5. • Assessment of writing. • Essential Learnings aligned with new Victorian Curriculum. • Refine and modify Mathematics assessment schedule • Moderate common Mathematics tasks to improve teacher judgement • Improve use of the proficiency strands of reasoning, fluency, problem solving and understanding 	<p>Numeracy and Literacy.</p> <ul style="list-style-type: none"> • Review assessment and reporting including the use of online testing. • Create a timetable that allows for more time to collaborate. • Maintain PLC network with 6 schools across the Peninsula. • School wide approach to teaching and learning with a focus on embedding exemplary teaching practice. • Succession planning is developed through collective leadership and PD. • Timetabling • Writing stimulus sent home with all children before session. • Toolbox night for parents to explain VCOP and Big Write • Resourcing: author study books, class novels etc., exercise books or display books for vocabulary work. • Bank of oral language activity/game ideas. Regular discussion and sharing of ideas. • Online seminars. Selected teachers/ teams implement to form an expert group who will PD staff. • Consistent approach – cold/warm write, standard rubric that aligns with essential learnings. • See Pearcedale document. • Use department recommendations to create KPPS assessment schedule for Mathematics • Cross check current Essential Learnings with new curriculum to make sure KPPS is teaching the new curriculum • Use ACARA portfolio samples to moderate against • PD staff on each proficiency and integrate them into Mathematics planning. Provide resources that link to four proficiency strands. 	<ul style="list-style-type: none"> • CART / Whole Staff • Whole Staff • CART / Whole Staff • Executive • Executive • Whole Staff • Leadership • All Staff • Debbie and CART • Courtney and CART team • Courtney wand Deb and staff checking • Whole staff • Courtney and Deb, staff checking 	<ul style="list-style-type: none"> • Term 2 • Term 1 • All year • Terms 1 and 2 • Term 2 • Term 1 • All year • Term 2 • By end of term 1 • By end of term 1 • Term 1 • Term 1 • By end of Term 2 	<ul style="list-style-type: none"> • All staff will have an interactive and changing VCOP display. • Fortnightly Big Write sessions observed by Leadership. Parents supporting through discussion of stimulus. • All children working on weekly vocab (3-5 words). Teams agree on class novel or author study to allow for adequate resourcing. Oral language ideas being added to VCOP folders. • Staff PD, skilling up, working towards future implementation. • Writing rubric designed around Essential Learnings (P-2 and 3-6). • I can statements for Reading, Writing and Speaking and Listening aligned with new curriculum.
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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	<ul style="list-style-type: none"> To improve teacher differentiation to maximise student engagement and learning. To increase student understanding of cultural and global perspective. 	Targets	<ul style="list-style-type: none"> Student attendance levels will be better than the state mean annually during 2014 to 2017. Student satisfaction with teacher effectiveness to increase by 10% from 81% in 2014 to 91% by the end of 2017. Student satisfaction with stimulated learning to increase by 10% from 59% in 2014 to 69% by the end of 2017. 		
		12 month targets	<ul style="list-style-type: none"> Average Student attendance levels to increase by 2.5% from 92.3% in 2015 to 95.8% by the end of 2016. Student satisfaction with teacher effectiveness to increase by 2.5% from 93% in 2015 to 95.5% by the end of 2016. Student satisfaction with stimulated learning to increase by 2.5% from 78% in 2015 to 81.5% by the end of 2016. 		
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
<ul style="list-style-type: none"> Ensure that ILPs are developed and implemented for a selection of students. Ensure that the teaching and learning statement incorporates all elements of classroom practice. Provide an ongoing PD program and process for improving differentiation across the school. 	<ul style="list-style-type: none"> <u>Collect data to track staff, parent and children's perception of the school environment.</u> <u>Tracking student progress</u> <u>Student Behaviour</u> <u>Celebrating student success</u> <u>Compass</u> 	<ul style="list-style-type: none"> Staff Survey, Parent Survey and Children Survey Stronger children's voice about teaching and learning and the quality of engaging teaching that they receive. Staff PLC meeting scheduled for passing of files and have discussions about children. Implement Individual Learning Plans using refined proformas for children who require extra support and extension. Individual projects in classroom inquiry learning. Incorporate hands on learning in teaching. Incorporate peer teaching across the school. e-learning ICT needs to be incorporated into teaching and learning as a tool to engage and improve student outcomes. i-pads will be used as a resource to enhance student engagement with a continuing 1:1 program. 4-6, possibly 3 continual cybersafety reminders, lessons and publications in newsletter, website, Edmodo Improve communication with the school community about teaching and learning. Communicate with families with high levels of absences. 	<ul style="list-style-type: none"> Executive Whole staff Whole Staff Whole Staff 3-6 Whole Staff Executive 	<ul style="list-style-type: none"> Term 4 Term 4 Term 4 Term 1 Term 1 All year Term 1 	<ul style="list-style-type: none"> Improved results in surveys Improved knowledge of student learning and wellbeing of children. Individual Learning Plans created based on student data and meetings with parents by the end of Term 1. Communication walls about teaching and learning set up in every classroom in the school. The school discipline and anti-bullying policy are provided to the community in Term 1. The Prep Transition Program called Extra Steps will be implemented in Term 4. A Whole School Transition Program will be implemented.

	<ul style="list-style-type: none"> • <u>Student attendance</u> • <u>Transition</u> 	<ul style="list-style-type: none"> • Review the Kingsley Cup (On time every time) and make it sustainable. Provide certificates for 100% punctuality each term. • Reward students for consistent attendance with a certificate at the end of each term. • Educate parents on the need to be at school. • Educate the community about initiatives. • Investigate a transition program consisting of a series of transition sessions across the school. • The Prep Transition Program called Extra Steps will be reviewed. • Implement an extra Year 6 -7 Transition Program for children requiring extra support. • Investigate strategies to improve transition at each year level. 	<ul style="list-style-type: none"> • Whole Staff • Barney • Whole Staff • Executive, Preps • Executive and Year 6 team • Whole Staff 	<ul style="list-style-type: none"> • Term 1 • Term 1 • Term 1 • Term 2 • Term 1 • Term 2 • Term 2 	
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Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	<ul style="list-style-type: none"> To build a school environment that focuses on student safety and connectedness to school. To improve student behaviour and reduce bullying in the school. 	Targets	<ul style="list-style-type: none"> Parent opinion of student safety indicates a 10% increase over the duration of the Strategic Plan from 5.15 to 5.67 from 2014 to 2017. 		
		12 month targets	<p>Student Survey</p> <ul style="list-style-type: none"> Improved student safety by 2.5% from 20% in 2015 to 22.5% by the end of 2016. Improved student behaviour by 2.5% from 40% in 2015 to 42.5% by the end of 2016. <p>Parent Survey</p> <ul style="list-style-type: none"> Improved parent opinion of student safety from 5.38 in 2015 to 5.51 in 2016. 		
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
<ul style="list-style-type: none"> Fully implement Kids Matter and aspects of the E-Smart initiative. Ensure that human resources provide improved student support. 	<ul style="list-style-type: none"> Kids Matter Component 3. (Working with Parents and Carers) Promote Kids Matter Component 4. (Helping Children with Mental Health Difficulties) Children's Week Mindfulness sessions Safe Minds E-smart A student wellbeing officer will work in the school part time. Anxiety Program Celebrating student success Student Behaviour 	<ul style="list-style-type: none"> Promote Kids Matter in the school and we will continue to work on Component 3. (Working with Parents and Carers) Wellbeing Meetings as part of monthly PLC meetings. Promote Kids Matter in the school and investigate Component 4. (Helping Children with Mental Health Difficulties) Promote Children's Week and the Walk for Daniel Trained teacher models lessons and runs lunchtime sessions. Skill up teachers in Safe Minds Staff PD on E-Smart. Individual contract for children. Survey students to investigate what will make them happier. SSSO team meet fortnightly at the school. Refine student referral process. Work with children and families involved in anxiety programs. Celebration of student success across all curriculum areas including enrichment teachers promoting this at assembly. Quiet Achievers Raffle 	<ul style="list-style-type: none"> Kids Matter Team Kids Matter Team Kids Matter Team Kids Matter Team 3-6 e-Smart Committee Assistant Principal and School Psychologist Whole School Kids Matter 	<ul style="list-style-type: none"> Term 1 Term 4 Term 4 Term 1 Term 2 Term 1 Term 2 Term 1 All year All year 	<ul style="list-style-type: none"> Kids Matter will be embedded in the school culture and we will continue to work on Component 3 for the entire year. (Working with Parents and Carers) Component 4 of Kids Matter (Helping Children with Mental Health Difficulties) will be ready to implement. Children's Week is a whole school celebration. Walk for Daniel is on the Friday of Children's Week. Kids Matter award presented at assembly twice a term. The You Can Do It Program will be part of the classroom program. PSD Program and the school referral process will be supported by the school psychologist working 2 days each week.


	<ul style="list-style-type: none"> • Student Behaviour Tracker • Compass 	<ul style="list-style-type: none"> • Postcards • Reflect on the school Harmony process • Inform the community of the school code of conduct, restorative practices harmony process and cyber bullying. • Tool Box Night with the School Community. • Develop a wellbeing booklet for families. • Improve teacher consistency with student behaviour. • School psychologist employed 2 days a week to support the PSD Program and the community. • Create a house points system. • Implement the You Can Do It Program. • Investigate and implement online programs for tracking student behaviour. (Sentral and Compass) 	<p>Team</p> <ul style="list-style-type: none"> • Whole School • Executive • Kids Matter Team • Whole Staff • Executive 	<ul style="list-style-type: none"> • Term 2 • All year • Term 1 • Term 1 • Term 1 	
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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals		Targets	<ul style="list-style-type: none"> • <u>Parent opinion of total capacity of student learning (General Satisfaction) is above state and means and will improve by 10% from 5.71 to 6.28 over the duration of the Strategic Plan from 2014 to 2017.</u> • <u>Between 2014 and 2017 all staff will aim to improve 2 levels on all set goals from the PLC audit.</u> 		
		12 month targets	<p>Parent Opinion</p> <ul style="list-style-type: none"> • <u>Parent opinion of total capacity of student learning (General Satisfaction) will improve by 2.5% from 5.5 in 2015 to 5.63 by the end of 2016.</u> <p>Student Survey</p> <ul style="list-style-type: none"> • <u>Student opinion of learning confidence will improve by 2.5% from 78% in 2015 to 80.5% by the end of 2016.</u> • <u>Student opinion of teacher effectiveness will improve by 2.5% from 93% in 2015 to 95.5% by the end of 2016.</u> • <u>By the end of 2016 all staff will have had an end of year discussion related to their performance and development plan and will aim to improve by 2 levels on the PLC Self Audit.</u> 		
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
<ul style="list-style-type: none"> • To align student learning outcomes with staff expectations. • To build the leadership capacity of staff. • To improve student leadership through an enhanced Human Resource Structure. • Provide enhanced e-learning across the school with improved human and financial resources applied to this area. • To provide a focus on improved teaching and learning through performance and review by designing and resourcing accordingly. • To improve communication with 	<ul style="list-style-type: none"> • Strategic Plan Mid Cycle Review • Performance and Development • Accredited e-smart School • Workforce Planning and Staffing Structure 	<ul style="list-style-type: none"> • Implement a Strategic Plan Mid Cycle Review • Enhance the Performance and Development process which is based on pedagogy and differentiation and reflects our PLC culture. • Explicit links made between the AIP and the P&D Process • Become an accredited e-Smart school • Maintain a work force plan that includes 4 full time leaders in the school including the Principal. • Team restructure to include Lit / Num / ICT e-smart and Wellbeing. • Greater use of year level teachers and PLT leaders. • Revise and adjust resources to support teaching and learning. • Strengthen the capacity of the classroom teacher. • Leadership capacity building is required in order to achieve the school goals through PD and PLC Coaching training. • A PLT structure that maintains opportunities for collaboration. 	<ul style="list-style-type: none"> • Executive • Leadership • Whole Staff • Kids Matter and e-smart committee • Principal / Assistant Principal • Executive • CART • Executive 	<ul style="list-style-type: none"> • Term 1 • Term 1 • Term 1 • Term 1 • Term 2 • Term 2 • Term 1 • Term 1 • Term 1 • Term 2 	<ul style="list-style-type: none"> • By the end of Term 1 the school will have implemented a Strategic Plan Mid Cycle Review. • By the end of Term 1 all staff will have completed performance and development plans that demonstrate links with the school strategic plan and annual implementation plan. • By the end of 2016 all staff have had an end of year discussion related to their performance and development plan, including the feedback sources they have utilised to inform their practice. • All staff will participate in teacher observations each term. • Class Newsletters are sent home twice a term to communicate teaching and learning.

<p>school council by reporting on the strategic plan each term.</p>	<ul style="list-style-type: none">• Student Leadership• School Community	<ul style="list-style-type: none">• 2 teachers co-ordinating student leadership and improve capacity of students to lead.• Improve the look of the school,			
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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	