

# 2016 Annual Implementation Plan: for Improving Student Outcomes

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## Parkmore Primary School 2016

Based on Strategic Plan 2016-2019

### Endorsements

Endorsement by School Principal	<p>Signed </p> <p>Name Saraid Doherty</p> <p>Date 18/4/2016</p>
Endorsement by School Council	<p>Signed </p> <p>Name Kate McLean</p> <p>Date 18/4/2016</p>
Endorsement by Senior Advisor	<p>Signed </p> <p>Name Rod Williamson</p> <p>Date 24/3/2016</p>

### 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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> 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	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	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.

Over the past three years, Parkmore Primary School has deliberately set about building teacher capacity in both instructional practice and enhancements to curriculum planning and assessment. Both of these initiatives have required the establishment of highly collaborative structures, which complement the contemporary learning spaces the students and teachers occupy at Parkmore.

Through the process of a School Self Evaluation in the second semester of 2015, the school identified that there were significant opportunities to strengthen curriculum planning and assessment practices when interrogating the School Threshold Data and NAPLAN – Number and Percentage of Students by Band by Domain, Trend 2013 to 2015 data sets. The data reflects students who are highly capable, yet there is an opportunity to increase the cognitive demands teachers place on these students. 2016 presents an opportunity to enhance the practices of the teaching staff to ensure these students are adequately challenged in their learning and that data sets are triangulated to provide greater consistency between NAPLAN trends and the judgements of teachers against AusVELS/Victorian Curriculum.

In 2014 – 2015, the school engaged in a Bastow initiative around School Improvement Teams. The initiative provided all staff at Parkmore to focus on the community's perception of the school and its academic rigour. Staff has identified opportunities to promote greater student voice and actions that are aimed at further enhancing the school's reputation within the local community.

### 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
<b>Excellence in teaching and learning - Building Practice Excellence</b>	<ul style="list-style-type: none"> <li>• <b>Build teacher pedagogical content knowledge in relation to the teaching of mathematics and reading and writing</b></li> <li>• <b>Further build pedagogical approaches focused on engaging and strengthening social and emotional competencies for academic achievement</b></li> <li>• <b>Evidence of collaboration and sharing of building practice excellence within and across teams (and networks)</b></li> <li>• <b>Use of data to inform practice</b></li> </ul>
<b>Excellence in teaching and learning- Curriculum Planning and Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Enhanced assessment practices to ensure Zone of Proximal Development is targeted for all students specific to Literacy and Mathematics</b></li> <li>• <b>Use of data to inform curriculum planning and assessment (for, of and as)</b></li> <li>• </li> </ul>

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# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To ensure excellence in teaching and learning through:	Targets	Matched cohort growth as measured by on-balance teacher judgements to be at least 18 months learning growth per year for all students in <ul style="list-style-type: none"> <li>• Numeracy (Number)</li> <li>• Reading</li> <li>• Writing</li> </ul>		
	12 month targets	NAPLAN relative growth – Trend Analysis 2016- from year 3 to 5 – Numeracy and Reading and Writing (below State Benchmark for low growth and above State Benchmark for High growth) All students assessed as below .5 growth mid-year provided with ILP for Reading, Writing and/or Number			
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
<b>Enhanced assessment practices to ensure ZPD is targeted for all students specific to English and Mathematics</b>	Review and refine the school's Assessment Schedule – Foundation to Year 6 and interrogate data obtained from the assessment items/practices.	Professional learning for assessment tools (as described within the schedule) to enable teams of teachers to better identify a student's next point of growth and to target learning experiences to ensure that maximum growth occurs	Assessment and Reporting Coordinator along with home group teachers	Term 1-4	Assessment practices will reflect use of assessment for, as and of learning in order to deliver a differentiated learning program for all students. Students will be tracked via the use of SPA and visible data charts within the teaching offices. The Literacy and Numeracy School Improvement Teams will regularly monitor data and ensure individual students are placed on ILPs where necessary (see 12 month target). School Improvement Teams target identified students with high growth (no more than 3 per year level) and track these students' progress
	Introduce the triangulation of data for all students specific to English and Mathematics	Professional learning sessions across the year, purchasing of identified resources and provision of regular additional planning time for the Assessment and Reporting Coordinator to monitor the progression of the action	Assessment and Reporting Coordinator along with home group teachers	Term 1 – 4	Student Performance Analyser (SPA) reflects a range of assessments in English and Mathematics that indicate growth for all students Evidence of student tracking by teams of teachers to ensure growth is displayed in key locations across the school to promote collective ownership and interrogation of student growth Minuted conversations in team meetings reflecting student data analysis.
	Develop a whole school English Scope and Sequence based on the Victorian Curriculum incorporating NAPLAN assessment trend data	Regularly scheduled professional learning sessions across the year coupled with tasks to be completed between PL sessions	Literacy School Improvement Team	Term 1 – 4	Implementation of a whole school English Scope and Sequence, incorporating/highlighting trend data from previous years' NAPLAN assessment, which can be fully implemented from Term 1, 2017.
	Develop teacher proficiency in using the Fountas and Pinnel benchmark assessment tool	Regularly scheduled professional learning sessions across the year coupled with tasks to be completed between PL sessions	Literacy School Improvement Team	Term 1 -3	All students have F and P assessment recorded in SPA (minimum 2) and data used in moderation sessions
	Develop teacher proficiency in mathematics with a focus on mathematics pedagogical content knowledge and student engagement	Regularly scheduled professional learning sessions across the year coupled with tasks to be completed between PL sessions	Mathematics Improvement Team	Term 1-4	Continued Improvement in Staff Survey for <i>Academic Emphasis</i> Improvement in <i>Teacher Efficacy</i> for Attitudes to School Survey Continued Improvement in <i>Learning Focus</i> in Parent Opinion Survey
<b>Review curriculum to improve student learning outcomes for all students specific to English and Mathematics</b>	Review the implementation of the Scaffolding Numeracy in the Middle Years initiative	Analyse the current practice of year-long implementation to determine sustainability of SNMY	Mathematics School Improvement Team	Term 1 - 3	Analysis of data from SNMY 2015 from pre-to-post assessment through the Learning Zones described in the initiative. Proposal for program to build multiplicative thinking in 2016 and beyond
	Develop an agreed and document approach to the Mathematics program at the school	Audit the current delivery of mathematics program across the school and map against Hattie's Principles of Effective Teaching	Mathematics School Improvement Team	Term 1-4	Document developed and disseminated to school community regarding Parkmore Primary Mathematics teaching and learning program approach

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	Improve engagement of all students through providing a positive and motivating environment for learning	Targets	Learning Confidence and teacher Effectiveness to be at or above the State mean by 2019 as measured by the Student Attitudes to School Survey Gallup Poll (Years 5 and 6) to show improvement in engagement and at or above the 'school type' mean		
		12 month targets	Maintain or improve Attitudes to School Survey results in Learning Confidence and Teacher Effectiveness from 2015		
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
Build teacher capacity to engage students in developing a positive climate for learning through Student Agency and Positive Education pedagogical approaches	Strengthen the role and participation of Student Voice across the school to enhance our positive school climate	Strengthened practices within the Student Representative Council (SRC) to ensure transparency and maximum engagement of the whole student population. Specific student cohorts (inclusive of PSD students) are drawn on to inform key decision making processes to empower students in their learning in SNMY, Inquiry Based Learning, Positive Education initiatives and extra curricular activities.	Student Leadership Coordinator Positive Education Coordinator	Term 1 – 4	Evidence of student feedback and/or input in key decision making processes specific to: <ul style="list-style-type: none"> <li>Curriculum (SNMY, English program)</li> <li>Inquiry Based Learning</li> <li>Positive Education initiatives and</li> <li>Extra curricular activities.</li> </ul> <p>Focus Group feedback provided for Student Attitude to School survey variables, specific to:</p> <ul style="list-style-type: none"> <li>School Connectedness</li> <li>Teacher Empathy</li> <li>Student Safety</li> </ul>
	Embed our highly effective Positive Education program through continued engagement with the Kimochis, the VIA Character Strengths and Growth Mindsets for all students, staff and families	Provision of professional learning, coaching sessions and information sessions that continue to emphasise the school's approach to Positive Education within the school and home, reflective of the school's Student Engagement Policy.	Principal Positive Education Coordinator Positive Education School Improvement Team	Term 1 – 4	<ul style="list-style-type: none"> <li>Students in Foundation – Year 4 to reference the qualities of the Kimochi characters and make connections to VIA Character Strengths.</li> <li>Students in Years 5 &amp; 6 can articulate their 'strengths' within the context of the Victorian Curriculum.</li> <li>All students will have received an award that identifies the demonstration of a particular 'strength' at the Whole School Assembly.</li> <li>Students will have been acknowledged in the fortnightly eNewsletter and displayed within the school for the 'strength' they have demonstrated, referencing the VIA's Character Strengths.</li> <li>Identified students will have received an award for demonstrating one or more of Parkmore Primary School's 5 values.</li> </ul>
	Build on our highly effective Behaviour Management strategies through engagement in the Berry Street Education Model inclusive of parents/families	Provision of professional learning, coaching sessions and information sessions that continue to emphasise the school's approach to consistent behaviour management practices within the school and home, reflective of the school's Student Engagement Policy.	Principal	Term 1 – 4	Staff members are supported through targeted professional learning, inclusive of coaching by Jenny Mackay in term 1 and participation in professional learning in Berry Street Education model throughout the year Parents/Families are supported via an information session facilitated by Berry Street Education model during the year.
	Explore the potential to implement a whole school extra curricular focus, such as an instrumental music program or physical education initiative, funded by the school's Equity Funding and potentially contributed to by parents at minimal cost	Principal, SRC and Positive Education School Improvement Teams to engage with providers to identify key features of a range of extra curricular foci to report to School Council with, in order to determine the appropriateness of introducing a particular program to our students.	Principal School Improvement Teams, SRC	Term 1 – 4	Evidence of School Council having made an informed decision to adopt or not, a particular extracurricular program to our students from Term 1, 2017.
	Review the results of the 2016 Student Attitudes to School survey data to inform the Principal and School Improvement Teams of key areas to strengthen to further enhance our positive school climate	Principal to conduct student workshops to provide understanding of student perceptions specific to identified survey variables and to report this to staff and School Council.	Student Leadership Coordinator and Principal	Term 3	Evidence of School Council being made aware of particular student perceptions and an overview of how the school might seek to strengthen key areas for the remainder of the year and/or via the 2017 Annual Implementation Plan.

## Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>	Through our Positive Education approaches and interventions we will continue to build on our goal of consistent and targeted development of social and personal capabilities and the provision of a safe and orderly learning environment.	<b>Targets</b>	To increase the school mean over the life of the Strategic Plan in Classroom Behaviour as measured through the Student Attitude to School Survey To increase the school mean in Student Safety as measured through the Parent Opinion Survey Gallup Poll (Years 5 and 6) to be at or above school type mean for Wellbeing		
		<b>12 month targets</b>	Classroom Behaviour in Attitudes to School Survey to be above or at State level (from 3.19 in 2015 - State at 3.31) Student Safety as measured through the Parent Opinion Survey to be at or above school type (5.58 compared with 5.73 for school type in 2015)		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
<b>Improve wellbeing in partnership with the school community</b>	Consolidate the collective understanding of all staff members in relation to Growth Mindsets	Provision of professional learning across the year to build on the knowledge gained in 2015 and to incorporate the language of Growth Mindsets into the learning spaces with students	Positive Education Coordinator and Mathematics School Improvement Team	Term 1- 4	The language of Growth Mindsets is evidenced student goal setting and reflections Individual staff members will have a goal within their performance and development plans that reflects the explicit instruction of Growth Mindsets in their teaching practice over the course of the year.
	Provide additional support to Education Support Staff specific to Growth Mindset and their application to students on the PSD	Provision of specific professional learning across the year to enhance the knowledge of ES staff	Positive Education Coordinator and Principal	Term 1- 4	ES staff members supporting PSD students to use the language of Growth Mindsets through visual aids, inclusive of sign language.
	Embed the use of the Kimochi program with individuals on the Program for Students with Disabilities to further enhance the student's ability to express and respond emotionally	Use the Kimochi characters to teach the individual student to express and respond to their own thoughts and emotions and those of the other children around them	Education Support Staff and Positive Education Coordinator	Term 2	Individual students demonstrate an increased awareness of social interactions and responses Individual students demonstrate awareness of the character traits of individual characters through response activities.
	Program for Students with Disabilities team, inclusive of coordinator to visit Eastern Ranges School to observe practices which can be transferred to our setting to better support individual students	ES staff and PSD coordinator to be released to attend the school and have dedicated time with key members of their team to further our knowledge and understanding of some of the practices appropriate for students in mainstream schools	Education Support Staff and PSD Coordinator	Term 2	Implementation of appropriate strategies with students on the Program and the SMART goals individual students are working toward are more descriptive in nature specific their Autism diagnosis.
	Engage families in feedback regarding building on the strengths of the Parkmore School Community	Survey families (in addition to Parent Opinion Survey)	Principal	Term 3	Results of survey reported to school community (newsletter) and integrated into 2017 Annual Implementation plan and/or Strategic Plan



# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To strengthen the professional capacity of all staff to support student learning, engagement and wellbeing through effective use of time, space, funding, facilities and community resources	Targets	Increased participation of ES staff in professional learning Teacher release scheduled flexibly and responsive to annual implementation targets and DET priorities Development of a classroom helpers training program specific to reading, writing and mathematics		
		12 month targets	To maintain or increase high levels for collective focus on student learning for school staff survey 96.67 in 2015 Parent Survey delivered regarding participation in a Parent Helpers Program Documentation of ES professional learning through PDP process		
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
Effective use of resources	Investigate the potential of introducing a digital learning platform such as Compass for all stakeholders to support and communicate student learning and development	Principal and School Improvement Teams to engage with providers to identify key features of a range of digital learning platforms to report to School Council with, in order to determine the appropriateness of introducing the technology to parents, teachers and students.	Principal School Improvement Teams	Term 3 – 4	Evidence of School Council having made an informed decision to adopt or not, a particular digital learning platform to support and communicate with specific stakeholders.
	Review 2015 Professional learning provision by auditing against adult learning principles	Principal and Teams to identify key features of high impact professional learning	Principal School Improvement Teams	Terms 2 - 4	Alignment of Professional Learning model to adult learning principles

## 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		