

2016 Annual Implementation Plan: for Improving Student Outcomes

1905

Buchan PS
2016

Based on Strategic Plan 2012 - 2016

Endorsements

| | |
|---------------------------------|----------------------------|
| Endorsement by School Principal | Signed |
| | Name...Warwick Fraser..... |
| | Date...12/4/16..... |
| Endorsement by School Council | Signed |
| | Name...Suzie Edwards..... |
| | Date...12/4/16..... |
| Endorsement by Senior Advisor | Signed..... |
| | Name..... |
| | Date..... |

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>Curriculum planning and assessment for learning have been shown to have a significant impact on student outcomes over time. Learners need information regarding how they are doing in order to improve. Parents and carers need information through timely and effective reporting to better support learners' needs. Teachers can increase their support of students by keeping track of students' progress and giving them feedback on how far they have come and what they can do to get better. Feedback and formative assessment work together to provide teachers and students with the information they need to understand if they are on-track. Teachers can also teach students how to evaluate their own learning with metacognitive strategies that allow students to self-regulate their learning. They also need to assess the impact of their approaches and programs and adjust accordingly. Data from assessment tools provide valuable diagnostic information to inform program planning and resource allocation. This information can also be a powerful tool to help parents/carers understand their child's knowledge and skills, and the approaches taken by the school to enable learning and development.</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 (We have selected this initiative as we are in the last year of our strategic plan and it has been accomplished or is not relevant.)</p> | <ul style="list-style-type: none"> ○ use the Victorian Curriculum achievement standards to design programs and monitor student progression ○ develop expertise in diagnosis and setting goals ○ use student assessment data and other feedback – including feedback from students, parents/carers, other teachers and school leaders – to evaluate student progress and the impact of their teaching ○ regularly monitor and adjust learning programs based on analysis of performance data and other information sources ○ moderate assessments of students' learning to ensure they are based on consistent professional judgments and evaluate the impact on student learning ○ develop expertise in facilitating peer evaluation and self-evaluation among students ○ use evidence-based professional learning programs that support high performance and increase data literacy and understanding of how to measure impact of teaching programs and effective professional learning programs. |
| | |

Annual Implementation Plan: for Improving Student Outcomes

| ACHIEVEMENT | | | | | |
|--|---|---|---|--|--|
| Goals | We have selected this initiative as we are in the last year of our strategic plan and it has been accomplished or is not relevant | Targets | Growth in Attitudes to school survey in stimulating learning by 0.4 and a rise in learning confidence by 0.2 and Parent opinion survey. | | |
| | | 12 month targets | 12 month in student outcomes for 12 months learning | | |
| 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 |
| Use the Victorian Curriculum achievement standards to design programs and monitor student progression. | <ul style="list-style-type: none"> At a dedicated student free day in term 1 and in staff meetings in terms 1 & 2 we will look at all aspects of the curriculum document. We will begin to design programs using the new document and implement them into the classrooms. We will use the new document to inform our assessments during second term. Reporting to parents at the end of first semester will be based on the Victorian Curriculum. | <ul style="list-style-type: none"> Use Staff meetings to investigate the curriculum. Have a student free day on the 18th March to improve our knowledge of the Victorian Curriculum. Seek out PD to help us with the understanding of the Victorian Curriculum. | Warwick Fraser Judi Sykes | <ul style="list-style-type: none"> End of first semester. | <ul style="list-style-type: none"> Programs for semester 2 planned using the new Victorian Curriculum. Assessment of student progression for first semester reporting to parents. Student progression of 6 months learning for 6 months improvement in outcomes in all areas of the curriculum. |
| Use student assessment data and other feedback – including feedback from students, parents/carers, other teachers and school leaders – to evaluate student progress and the impact of their teaching | <ul style="list-style-type: none"> Use Student Performance Analyser (SPA) to track student data. Continue student feedback survey to map student engagement. Collect feedback from parents about their child's progress during students lead conferences. Attitudes to School Survey. (First semester) Parent Opinion Survey. (Second Semester) Peer Feedback. Self-Reflection. Review of Assessment schedule. | <ul style="list-style-type: none"> Reinvest in SPA Program. Review student progress at weekly staff meetings. Moderation of student work between teachers. Investigate possibility of moderating with other TUBBS schools. Develop peer and self-reflection rubrics that can be accessed by students. Assessment schedule review in the first week of 2016. | Warwick Fraser Judi Sykes Caroline McGuinn | <ul style="list-style-type: none"> End of first semester. Student lead conferences start of second semester. | <ul style="list-style-type: none"> Regular data entered into SPA to gain a better whole school picture of students outcome attainment. Frank, open discussion of student progress at staff meetings with supporting evidence. All students to be discussed at least once a term. Professional discussions on how to lift ALL students. Students able to provide constructive feedback to peers in a non-judgemental way. Improvement in Attitudes to school and parent surveys, Stimulating Learning from 3.50 to 3.90 and learning confidence from 4.33 to 4.53. |
| Regularly monitor and adjust learning programs based on analysis of performance data and other information sources | <ul style="list-style-type: none"> ILPs for each child. Differentiated groups that are reviewed regularly. Data to be entered into SPA once compiled. | <ul style="list-style-type: none"> Continue ILPS Differentiated groups to become the norm working on Vygotsky's Zone of Proximal Development. Includes programs like Literature circles in the senior grade. | Warwick Fraser Judi Sykes Caroline McGuinn | <ul style="list-style-type: none"> End of first semester. | <ul style="list-style-type: none"> Increased student outcomes 6 months learning for 6 months growth or better. Differentiated groups working in all classrooms. |
| Moderate assessments of students' learning to ensure they are based on consistent professional judgments and evaluate the impact on student learning | <ul style="list-style-type: none"> If possible moderate with like schools in TUBBS. (Bruthen, Nungurner, Nowa Nowa, Nicholson.) Moderate at staff meetings with writing samples, one student per week per class. | <ul style="list-style-type: none"> Contact TUBBS Prins to set up moderation meetings. Set a schedule for staff meetings to moderate writing samples. | Warwick Fraser Judi Sykes Caroline McGuinn | <ul style="list-style-type: none"> Have moderation meetings set by the end of first semester. | <ul style="list-style-type: none"> Students progression being discussed every staff meeting and ways to improve their learning minuted. Moderation of writing samples and follow up discussion on how to improve outcomes. Increased student outcomes 6 months learning for 6 months growth or better. |
| Use evidence-based professional learning programs that support high performance and increase data literacy and understanding of how to measure impact of teaching programs and effective professional learning programs. | <ul style="list-style-type: none"> Seek out PD to assist into looking at data. Seek high performing school outside East Gippsland to investigate what programs they are using. | <ul style="list-style-type: none"> Staff will have an expectation to look for professional development to increase their knowledge of the new curriculum and how to adapt the school to its full inclusion by 2017 Investigate high performing schools outside East Gippsland. Use of curriculum days to travel outside of East Gippsland. | Warwick Fraser Judi Sykes Caroline McGuinn | <ul style="list-style-type: none"> Throughout the year and completed by the end of term 3. | <ul style="list-style-type: none"> New programs assessed and initiated at the school over the first three terms taken from professional development and school visits if they meet the needs of the students. Current programs evaluated and retained. Increased student outcomes 12 months learning for 12 months growth or better. |

Annual Implementation Plan: for Improving Student Outcomes

| ENGAGEMENT | | | | | |
|--|---|---|--|--|--|
| Goals | We have selected this initiative as we are in the last year of our strategic plan and it has been accomplished or is not relevant | Targets | Growth in Attitudes to school survey in stimulating learning by 0.4 and a rise in learning confidence by 0.2 and Parent opinion survey. | | |
| | | 12 month targets | 12 month in student outcomes for 12 months learning | | |
| KIS | ACTIONS: what the school will do | HOW the school will do it (including financial and human resources) | WHO has responsibility | WHEN timeframe for completion | SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress |
| Develop expertise in diagnosis and setting goals | <ul style="list-style-type: none"> Use of student developed goals to increase engagement through making students what is expected of them. Student goal reflection on a weekly basis. | <ul style="list-style-type: none"> Explicit teaching in giving and receiving feedback from peers and teachers. Role plays on giving and receiving feedback from peers and teachers. | Warwick Fraser Judi Sykes | End of Term 1 | <ul style="list-style-type: none"> Buchan Primary Student Engagement Survey, Stimulating Learning from 3.50 to 3.90 and learning confidence from 4.33 to 4.53. Students becoming more engaged in their learning. Students beginning to give and receive feedback that is timely and relevant. |
| Develop expertise in facilitating peer evaluation and self-evaluation among students | <ul style="list-style-type: none"> Explicit lessons in giving and receiving constructive feedback from peers and teachers. Establish feedback protocols. Establish Rubrics of Self and Peer assessment. Establish learning teams of students to work in and reflect with. | <ul style="list-style-type: none"> Profoma development on how to give and receive feedback. Regular feedback practice in both giving and receiving. Student lead conference practice in Term 2. Development of a Student portfolio on PowerPoint to present to parents at student lead conferences in Term 3. | Warwick Fraser Judi Sykes | End of Term 2 | <ul style="list-style-type: none"> Buchan Primary Student Engagement Survey. Students becoming more engaged in their learning. Students beginning to give and receive feedback that is timely and relevant. Regular feedback given and received and used in reporting to parents in student lead conferences at the beginning of Term 3. |
| Continue established programs of Rotary Award, 1:1 computer, Junior Ranger and Energy Breakthrough | <ul style="list-style-type: none"> Continue know established programs that have raised engagement and promote life learning skills. | <ul style="list-style-type: none"> Ensure programs are fully funded. Make sure timelines are adhered to for programs. Ensure the programs remain relevant to the students learig. | Warwick Fraser Judi Sykes | End of 2016 | <ul style="list-style-type: none"> Attitudes to School Survey: Stimulating Learning 4.40, School Connectedness 4.60, Teacher Effectiveness 4.60 Parent Opinion Survey feedback |





Annual Implementation Plan: for Improving Student Outcomes

| WELLBEING | | | | | |
|--|--|---|---|--|--|
| Goals | We have selected this initiative as we are in the last year of our strategic plan and it has been accomplished or is not relevant | | Targets | Growth in Attitudes to school survey in stimulating learning by 0.4 and a rise in learning confidence by 0.2 and Parent opinion survey. | |
| 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 |
| Plan for more personalised learning with higher levels of responsibility for learning and student decision making. | <ul style="list-style-type: none"> Allow for students to have a more active role in the decision making process of what and how they learn. Allow students to experience the real life challenges both in the classroom and outside the classroom. | <ul style="list-style-type: none"> Energy Breakthrough. Junior Rangers Program. Expose students to real life challenges. | Warwick Fraser Judi Sykes Caroline McGuinn | End of year | <ul style="list-style-type: none"> Buchan Primary Student Engagement Survey , Stimulating Learning from 3.50 to 3.90 and learning confidence from 4.33 to 4.53. Parent Opinion Survey feedback. Buchan Primary Student Engagement Survey.. |
| Continue to develop transition programs with the local kinder, secondary schools and within the school. | <ul style="list-style-type: none"> Be inclusive with the kinder when conducting incursions. Ensure the kinder is aware of the requirements for students transitioning from kinder to school. Ensure that parents of students transitioning to secondary colleges are made fully aware of deadline for their school of choice. Transition activities within the school. | <ul style="list-style-type: none"> Ensure there is better communication between the kinder and the school re transferal of information about 4 year old students attending school the following year and not just at the end but throughout the year Review incursions to see if they would be applicable to the kinder students. | Warwick Fraser Judi Sykes Caroline McGuinn Rocio Levings Rhonda Laurence (Nagle College) Bairnsdale SC | End of year | <ul style="list-style-type: none"> Successful transition of students from within and externally into the school. Smooth handover of documents and evidence. Students settle into their new surroundings quickly with little or no fuss. |
| Implement Protective Behaviour Program | <ul style="list-style-type: none"> Protective Behaviour (PB) professional development 2 day seminar to be attended by Principal. Resources purchased from the PB website. Classes to be explicitly taught starting in term 2. Explicit class learning to be backed up by terminology/behaviours in regular classes when appropriate. | <ul style="list-style-type: none"> 2 day Professional Development on PB - \$230 Purchase of resources to implement and support the program. Expose students to facts and data about PB in a safe way through activities that are engaging and relevant. | Warwick Fraser Judi Sykes Caroline McGuinn | End of year | <ul style="list-style-type: none"> Students have a deeper awareness of their bodies and feelings. Student understand warning signs and learn what to do using their 5 finger network to feel safe. Students realise that it is not their fault and feel able to report abuse. |

Annual Implementation Plan: for Improving Student Outcomes

| PRODUCTIVITY | | | | | |
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| Goals | We have selected this initiative as we are in the last year of our strategic plan and it has been accomplished or is not relevant | Targets | Remain in credit in all areas of the Budget. | | |
| | | 12 month targets | Remain in credit in all areas of the Budget. 100% take up of all programs. | | |
| 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 |
| School Programs, ie maths, literacy, enquiry learning, arts,pe ,etc | Finalised and presented to School Council after budget is finalised after 28/2/16 | SRP confirmation | Warwick Fraser | End of the year | Are we in credit at the end of the year? Have the programs achieved the aim of 12 month in student outcomes for 12 months learning |
| Excursions & Camps: F/1/2 sleepover, 3/4, 5/6,Energy Breakthrough | Parent funded / Community funded | As camp and excursions are funded through the parents contributing 100% of funds so their children can attend. | Warwick Fraser | End of the year | Student / parent up take on camps and excursions. |
| 1:1 computer program | Parent school partnership funding arrangement. | Over a 3 year leasing agreement with Leraning With Technologies, the parents pay 50% of the cost and the school makes up the balance. | Warwick Fraser | End of the year | Student / parent up take on computer program. |
| Staffing | SRP confirmation credit component | SRP confirmation | Warwick Fraser | End of the year | Are we in credit at the end of the year? |
| Utilities, | SRP confirmation cash component | SRP confirmation | | End of the year | Are we in credit at the end of the year? |

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 | |
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| 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 | |
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| 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 | |
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| PRODUCTIVITY | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | 12 month progress against success criteria and /or targets | | Budget Spending to date |
| |  Status | Evidence |  Status | Evidence | |
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