

2016 Annual Implementation Plan: for Improving Student Outcomes

4945

University Park Primary School 2016

Based on Strategic Plan 2014-2017

Endorsements

Endorsement by School Principal	Signed
	Name Andrea Federico
	Date December 2015
Endorsement by School Council	Signed.....
	Name Joseph Reivers
	Date.....
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:

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.

Curriculum Planning and Assessment: An evaluation of the literacy and numeracy data, in the School Summary Report, indicated high relative growth data with the exception of writing. There is discrepancy between school student data and AusVELS teacher judgements. This discrepancy needs to be addressed through a consistent, research based approach to curriculum planning, differentiation, and the development of common assessment tasks.

Professional Leadership: The creation of a new School Improvement Team, commencing in 2016, and the building of teacher capacity through professional learning and a whole school coaching approach, will lead to improved curriculum knowledge, feedback, formative assessment and improved moderation to support teacher judgements. The data from assessment tools will provide diagnostic information to inform program planning and resource allocation. The whole school approach to professional learning communities will support the collaboration required to improve student outcomes.

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
Excellence in teaching and learning Curriculum Planning and assessment.	<ul style="list-style-type: none"> Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment. Build the effectiveness and efficacy of every teacher by implementing an agreed on and research-based instructional classroom delivery model and instructional practices across the school. Embed a whole school approach to the use of data and evidence, to track the progress of every student and inform action. Ensure teachers are effectively using data in making accurate teacher judgements as a guide to differentiating student learning
Professional leadership Building leadership teams	<ul style="list-style-type: none"> Develop and extend the role of the leadership team to lead school improvement Build leadership and teacher capacity to develop a consistent approach to improving literacy and numeracy outcomes

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve the learning growth and achievement of every student with a focus on Literacy and Numeracy.	Targets	By 2017:		
	12 month targets	<ul style="list-style-type: none"> Increase the percentage of students achieving high growth on NAPLAN relative growth reports Increase the proportion of students in the two top NAPLAN bands Reduce the percentage of students working below the expected level against AusVELS F-6 20% of students working above the expected level in literacy and numeracy F-6 for teacher judgements against AusVELS Every child achieving a 0.4 effect size growth in all AusVELS areas and school based assessment Every child with funding or additional support achieving growth through documented ILPs 			
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 document and implement a whole school guaranteed and viable curriculum that includes assessment.	Literacy: Continue to implement the whole school reading curriculum, aligned with the comprehension overview and current assessment schedule.	Professional Learning Coaching Peer Observations Feedback	Literacy Learning Leaders Literacy Consultant Leadership All teaching staff	Ongoing	<p>A whole school curriculum reading document developed to ensure consistency in the planning of reading..</p> <p>Common planning documents being used across all teams to ensure consistency in the planning of reading.</p> <p>Peer observation and coaching feedback documents show evidence of consistent delivery of instructional practices in reading.</p> <p>All teachers importing reading data in to SPA to develop a whole school data base and utilising this data in PLTS (minutes will show evidence of this)</p> <p>The percentage of students in all year levels performing at an E level in AusVELS reading to be 0%. (Currently, 2015 Sem 2 SPA data shows students performing at an E level 0% Prep, 5% Gd 1, 8% Gd2, 3% Gd3, 11% Gd4, 8% Gd5, 3% Gd6.)</p>
	Continue to implement the whole school writing curriculum and <i>develop the essential learning documents. An emphasis will placed on spelling during this time.</i>	Professional Learning Coaching Peer Observations	Literacy Learning Leaders Literacy Consultant Leadership All teaching staff	Ongoing	<p>A whole school curriculum writing document developed to ensure consistency in the planning of writing.</p> <p>Peer observation and coaching feedback documents show evidence of consistent delivery of instructional practices in writing.</p> <p>Whole school professional learning in writing will be evident on the meeting grid each term</p> <p>Research spelling approaches explored, strategies trialled for</p>

					feedback and evaluation.
	Develop a whole school approach to listening and speaking, including common assessment tasks.	Professional Learning Feedback	Literacy Learning Leaders Literacy Consultant Leadership All teaching staff	Ongoing	Whole School Common Assessment rubric for Speaking and Listening, being used in all classrooms P-6 Development of a range of common assessment tasks, for each AusVELS level Growth in the percentage of students in all year levels performing at a B level or above in AusVELS speaking and listening. (Currently, 2015 Sem 2 SPA data shows students performing at a B level or above as 25% Prep, 5% Gd 1, 0% Gd2, 12% Gd3, 4% Gd4, 12% Gd5, 25% Gd6.)
	Numeracy: Continue to implement the whole school numeracy curriculum, aligned with the essential learning documents.	Audit the Numeracy Planners in regards to Essential Learning Concept Maps with teams and document this on Coaching Template.	Numeracy Learning leaders Numeracy Consultant Leadership All teaching staff	Ongoing, during planning for all units of work.	All staff using the updated planners, all documents are added to School Folder of Google Drive. All staff using Common Assessment Tasks for pre-and post-assessment and Moderation for Teacher Judgement. 2016 Celebrations in Review - Staff to celebrate the growth in their documentation, the learning they have had and some successes in Student learning that have occurred.
	Continue to collate and refine common assessment tasks F-6.	Audit the Common Assessment Tasks in Staff Drive.	All Staff. ES staff working with specific students in classroom.	Ongoing, during planning for all units of work and PLTS for moderation.	PLTs to present their google docs and common assessment tasks, leading to improved teacher judgement. Increased number of students performing at or above expected level in AusVELS number.
Build the effectiveness and efficacy of every teacher by implementing an agreed on and research-based instructional classroom delivery model and instructional practices across the school.	Build collegiality and professionalism across the school	Revisit the PLT research and provide timetabled PLT meetings for staff to build capacity.	Principal SIT PLT leaders	Ongoing	Staff Opinion Survey percentage endorsement (Princ/teacher) for the indicator of teacher collaboration to be at or above 75%
	Introduce the McRel Classroom Instruction that works' model to all staff.	Curriculum day re Classroom Instruction that works, Day 1. Creating the Environment for Learning.	Monmia PS, Keilor PS, UPPS teaching and ES staff.	Term 2	Classroom Learning Environments consistent across all classrooms in line with the literacy/numeracy WMR givens and the McRel classroom instruction that works professional learning. Peer observations collated and returned to staff as part of the PDP process.
	ICT Teachers access and build curriculum plans online, using online folders and files to organise and manage content.	Timetabled team planning with access to ICT resources. eg: teacher iPads, notebooks, IWBs, Airserver, wifi access, Casper Provide timely ICT support through the employment of additional technician time.	Daily Organiser Administration	Ongoing Term 1/ongoing	Teams planning their curriculum online using the google platform

	Provide a management system for the ICT behaviours in relation to the iPad 1:1 Program	Purchase Casper system and complete JAMF training	ICT learning Leader/Technician/Principal/JAMF	Term 1	All students and staff have access to consistent iPad Applications
	Individual teachers use ICT to support learning and teaching through varied approaches and resources in all curriculum areas	Timetabled professional learning in meeting grid Creation of, and access to, a professional ICT blog to promote engagement and ICT use amongst/with staff	Leadership SIT ICT Learning leader	Term 1/ongoing	Teachers utilising various digital resources to differentiate for learners according to the need to engage students and according to student needs Statistical evidence of teachers accessing the ICT Professional Learning blog (https://technologicalteachingtips.wordpress.com/)
Developing and extending the role of the School Improvement Team to lead school improvement	Develop the capacity of the Literacy/Numeracy/ICT Learning Leaders, who will support teachers.	McRel Balanced Leadership program Ongoing coaching	Leadership SIT Consultants Principal	Terms 3 & 4	McRel Balanced Leadership program attended by all leaders and learning applied to their individual roles. Evident in performance reviews.
	Develop the capacity of the School Improvement Team to utilise ICT to work collaboratively developing curriculum documentation.	Use google drive as a platform for collaboration	Leadership SIT	Ongoing	AIP, school policies and curriculum documentation created using google drive and fully accessible.
Embed a whole school approach to the use of data and evidence, to track the progress of every student and inform action.	Develop a consistent approach to the implementation and presentation of student data at Performance Reviews	Consultation with staff in relation to data expectations. Ongoing Professional learning re data.	All staff Principal	Ongoing	Develop a common template for staff to present student data at the PDP process. PDP meetings to be held at the end of term 2 and term 4. Staff can analyse and show evidence of student growth for their own class and PLT on a regular basis.
Ensure teachers are effectively using data in making accurate teacher judgements as a guide to differentiating student learning	Consolidate our school model for moderation across numeracy and literacy to ensure teacher judgements are consistent	Align assessment schedule with meeting grid to allow moderation to take place regularly. Review and update assessment schedule	SIT All staff	Semester 1	PLTs meet weekly and moderation is completed for both numeracy and literacy. Teacher Judgements are
	Continue to provide professional learning to assist teachers to effectively use assessment tools and student feedback strategies	Professional Learning in meeting grid weekly	Learning Leaders PLT leaders	Term 1 - ongoing	Planning documents demonstrate inclusion of learning intentions, success criteria and feedback.
	Continue to strengthen teacher's data literacy, including the delivery of online assessments, data collection and analysis of results.	Accelerus SPA Timetabled Professional Learning	Principal SIT All staff	Term 1 - ongoing	Staff able to identify student's point of need through data analysis Performance Reviews demonstrate use of student data and differentiation strategies implemented as a result of analysis.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve student engagement by building student voice in their learning.	Targets	<ul style="list-style-type: none"> Improve teaching and learning variable means for the Attitudes to School Survey. High levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff). P-6 absence days per FTE, to be below 17.09 (2015) (Performance Summary data) 		
	To engage the community in learning	12 month targets	<ul style="list-style-type: none"> Improvement in the P-2 attendance days per FTE, (School Summary Report. 2015: Prep 21.92, Yr 1 21.63, Yr 2 20.59.) All mean factor scores for Teaching and Learning to remain above State level (Attitudes to School Survey, Years 5&6) Parent Opinion Survey mean factor scores for approachability to be at, or better than School type (Primary) (2015: 5.71) 		
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 across the school to develop student capacity for learning, self-motivation and reflection.	Consolidate and improve the 1:1 iPad Program at Year 5/6	Inform and/or educate parents about the tools/resources required for the 1:1 iPad Program Ensure that students bring their devices to school daily Implement the ICT Acceptable use Agreement Integrate the use of technology within the curriculum	5/6 Team Leadership Parent Community Year 5/6 Students	Term 4 2015 2016 - Ongoing	All students in Year 5 and 6 bringing their own device to school No Year 5/6 student to have breached the ICT agreement All ICT Acceptable Use Agreements signed and returned by the end of Week 1, Term 1
	Promote the use of various forms of technology in Foundation - Year 4	Develop the scope and sequence for ICT across the school Appoint an ICT learning leader for 2016. ICT Learning Leader working alongside staff to ensure understanding and build capacity Utilise Google Docs/Google Drive to share resources and promote consistency of practice Facilitation of PL for all staff	ICT Learning Leader All teaching staff	Term 2	Scope and Sequence for ICT developed for all levels of the school and presented through teacher professional learning ICT integration visible at all levels of the school Staff participation in PL and evidence of integration produced as part of staff performance reviews
	Enable feedback opportunity	Through Timetabling (via the 4th APT) and the Meeting Grid (scheduled share time)	ICT Learning Leader Assistant Principal (Daily Organiser) Leadership/SIT	As per Meeting Schedule As necessary/applicable	Timetable and Meeting Grid that documents provision of time Completion of feedback templates (as per VL model) Participation in PL/meetings focussing on feedback
	Improve communication through the use of ICT	Continue to promote the use of Tiqbiz as a communication tool to parents	All teachers Leadership	Ongoing	Tiqbiz statistics show 150 parents logged on to the communication system

		Purchase and implementation of Vpass	Leadership Administration	Term 1	Vpass used for all visitor entry to the school
Promote school attendance and punctuality	Build the home/school partnership to enhance wellbeing and connectedness	Continue to inform families of the evidence regarding the relationship between attendance/punctuality and learning/improved outcomes in various ways: <ul style="list-style-type: none"> written communication to families ie: Newsletter, tiqbiz, website. verbal communication ie: Assembly, parent information evenings, open days/mornings. 	Leadership SIT Administration	Ongoing	<ul style="list-style-type: none"> Vpass reports recording late arrivals and early leavers Parents using the absence application of Tiqbiz
	Promote attendance/punctuality through daily classroom practices and whole school events	Implement initiatives to promote student motivation to attend school daily and on time.	All staff	Ongoing	<ul style="list-style-type: none"> Improved attendance, P-6 absence days per FTE, to be below 17.09 (2015) (Performance Summary data) Improved punctuality as shown on Vpass reports ie: students arriving 'on time at ten to nine'. Student recognition, at assembly, for 100% attendance in a semester. Student attendance of 90% or more, each semester, to be acknowledged through a reward initiative. Improved student outcomes, including school and peer connectedness (evident on the SASS)

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals		Targets	<ul style="list-style-type: none"> Student Attitudes to School survey variables. e.g. student morale, school connectedness and the student relationship variables (peer connectedness, classroom behaviour and student safety) Parent opinion survey completion rates to be above 65% 		
		12 month targets	<ul style="list-style-type: none"> Improve the mean factor scores for Student safety and Connectedness to peers. <p>2015 Attitude to Schools survey results (Student connectedness - Region 4.33, School 4.31 and State 4.35) (Student safety - School 4.31, State 4.35 and Region 4.33)</p> <ul style="list-style-type: none"> Parent Opinion Survey mean factor scores for Student safety to be above 5.05 (2015: 5.03) 		
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
Continue to raise awareness and understanding of the school's vision and values	Provide a Student Code Of Conduct to all families to ensure a shared/common understanding of the school's vision and values.	Development/completion of a Student Code of Conduct document clarifying the school values and expected behaviours of the learning community at UPPS.	Leadership eSmart Committee Administration	Term 1	Completed Code of Conduct and dissemination to all families during Term 1.
	Promote the school's values in various ways/modes of communication.	Continue to promote the school's values through celebrations at Assembly that highlight the values being demonstrated during the school day, week, term.	Leadership All staff	Ongoing	Reference to school values in all forms of communication to the learning community. Acknowledgement of student value demonstration via awards distributed at Assembly and Year 6 Graduation and documented recognition of receipted awards in written communication, such as the Newsletter and/or tiqbiz.
		Continue to include/refer to the school values in all forms of communication that are shared with the learning community eg: Newsletter, tiqbiz APP, website, Assembly.	Leadership Administration All staff	Ongoing	Values documented in all communication to the learning community
A consistent whole school approach to student wellbeing and management	Monitor the whole school approach to student management and behaviour expectations.	Continue to record incidents in the Yard Duty Folders during Yard Supervision.	All staff	Ongoing	Clearly documented incidents re: specific behaviours occurring in the Yard during break times.
		Continue to transfer the recorded incidents to an electronic filing system, as required by eSmart.	Allocated ES	Weekly	A transfer of the Yard Duty Folder information to the electronic file on general drive weekly.
		Continue to record incidents in the classroom using the Behaviour Management Record Sheet and Reflective Tasks.	All Teaching Staff	Ongoing	Accurate and timely recording of information relating events in the classroom that constitute inappropriate behaviours that require our agreed student management process.
		Continue to have conversations with relevant staff regarding inappropriate behaviours and/or student-specific needs (academic, physical, emotional)	Leadership All staff	Ongoing As applicable	Conversations between staff and leadership that promote timely responses to behaviour management and/or student wellbeing needs. Support for staff, students and families that promotes wellbeing and engagement.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To maximize the use of resources to achieve the best possible outcomes for students.	Targets	<ul style="list-style-type: none"> Staff and parent surveys could be used. e.g. staff satisfaction with professional growth, parent opinion of school improvement. 		
	12 month targets	<ul style="list-style-type: none"> Ensure sufficient funds are allocated/retained for special projects, school improvement, curriculum development and professional learning - Keep within departmental budget requirements and guidelines Ensure resources are prioritised and aligned with school goals and used with the best possible effect in the best possible combination to support improved student outcomes and achieve set goals and targets 			
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
Monitor and evaluate the school strategic resource plan against student learning, engagement & wellbeing initiatives	Continue to provide support for the teaching of Literacy and Numeracy to build the capacity of all teaching staff	Workforce planning	Principal SIT Consultants	Term 1 - ongoing	School staffing is structured in such a way that provision is made for teaching and learning that meets the needs of all students
	Continue to employ education consultants to mentor teachers and support leadership in the area of literacy, numeracy and whole school improvement				
	Provide time to support teams, allowing time to plan, learn and assess together.	Provide a school timetable that will allow teacher release for planning, PLT sessions, classroom observations and professional learning.	Principal –SIT Team - coaches	Terms 1-4	All staff have been part of targeted professional learning aligned with the school vision at point of need
	Provide time for key staff to continue to develop a guaranteed and viable curriculum in literacy and numeracy	Curriculum days			A workable timetable in place taking into consideration school priorities, allowing for improved teaching and learning
	School timetables allow for; PLT planning and PD Release for coaching in areas of eLearning, Literacy and Numeracy.				
Ensure all new staff are inducted into UPPS processes & protocols to retain the best staff - classroom management, curriculum, and instructional practices Recruitment of new staff is based on an analysis of the match between student needs and current staff capability	Provide timetabled SIT and Consultative meetings	Principal SIT Team leaders	Term 1 - ongoing	All new staff are inducted, assigned mentors, and engage in ongoing professional learning led by the Leadership Team	
Review and update eLearning plan - include; infrastructure, hardware resources, professional Learning, staffing, cybersafety, policies and usage agreements	Assessment of eLearning needs, resources and capabilities. eLearning plan, staff and resources	Principal, ICT Learning leader School Council All staff	Term 1 - ongoing	Sustainable eLearning Plan developed All teams have participated in professional learning, mentoring and coaching around eLearning as the need arises Updated digital devices available for in place for all students Staff and students use an increasing number of ICT/eLearning initiatives in their daily teaching and learning practices	
Provide time and further professional learning to continue to build teacher expertise in eLearning practices	Professional learning timetabled regularly				

	<ul style="list-style-type: none"> Update devices (laptops & iPads) available for student use (where applicable) Update ICT infrastructure and hardware as needed Ensure Teachers PDP's reflect eLearning initiatives 				Teacher performance plans reflect use of eLearning strategies
	Continue to develop leadership capacity of learning leaders to assist ongoing development	McRel Balanced leadership program (AEU)	SIT, PLT leaders	Term 3 - ongoing	Leadership team and other targeted staff have been part of professional learning and opportunities designed to build the capacity of leaders
	Continue with Partnerships in Learning work with Monmia PS and Keilor PS	Professional learning budget Common Curriculum Day between 3 schools Cross school visits to highlight best practice	Principal Team, SIT	Term 1-4	Leadership team and all staff have been part of professional learning and opportunities with partnership schools Professional knowledge reflected in PDP's
	Allocate/retain sufficient funds for special projects, school improvement – redevelopment of front of school Continue to develop a sustainable plan for building & grounds maintenance and improvements	DET funding	Principal Business Manager Maintenance manager School Council Sub Committee	Semester 1 2016	Stages 1& 2 of front of school development completed Ongoing maintenance completed

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	
