

# 2016 Annual Implementation Plan: for Improving Student Outcomes

01-4845

**Kingsbury Primary**  
2016

Based on Strategic Plan 2013-2016

## Endorsements

Endorsement by School Principal	Signed:..... <i>Barbara Hinisley</i> Name: Barbara Hinisley, Date: 21 April 2016.
Endorsement by School Council	Signed:..... <i>Nigel Proctor</i> Name: Nigel Proctor Date: 21/4/16
Endorsement by Senior Advisor	Signed:..... Name: Graham Stevenson 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	<p><b>Building practice excellence:</b> Teachers, principals and schools will work together</p> <p><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</p>
Professional leadership	<p><b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</p>
Positive climate for learning	<p><b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say</p> <p><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</p>
Community engagement in learning	<p><b>Building communities:</b> Schools will strengthen their capacity to build relationships with the broader community by partnering</p>

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	✓
<b>Initiatives Rationale:</b>		
Explain why the school, in consultation with the SEL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.		
<b>School Strategic Plan 2013-16 sets in place</b>		
<ul style="list-style-type: none"> <li>To improve learning outcomes for all students in Literacy and Numeracy. Build excellence in teacher practice.</li> <li>To deepen and strengthen students' sense of connectedness to school and promote a strong sense of engagement in their learning.</li> <li>To improve transitions and learning pathways for all students into, through and beyond the school.</li> </ul>		
<b>2016 is designated as the school's Review Year so early in 2016 we will commence the school self-assessment by amassing relevant data sets.</b>		
<b>Key Improvement Strategies (KIS)</b>		
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.		
<b>Initiative:</b>	<b>KIS</b>	
Excellence in teaching and learning: Building Practice excellence	<p>Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy Teaching.</p> <p>Build a culture of high expectations for all stakeholders in the school.</p> <p>Develop a coherent whole school approach to pedagogy which is actionable and evidenced in the classroom.</p> <p>Continue to build the capacity of all leaders and teachers to implement effective student transition that support high quality teaching, authentic relationships and high expectations</p> <p>We are part of the Curiosity and Powerful Learning project that uses a framework of Theories of Action designed to improve professional practice that is measured against student learning outcomes.</p> <p>We have commenced this project with a commitment to developing our capacity to implement highly effective teaching and learning practices and improve student learning.</p> <p>We are establishing targets that we expect to have specific effects on student engagement and student learning.</p>	
Professional Leadership	<p>Building Leadership Teams</p> <p>We recognise the importance of effective leadership as essential in initiating and implementing change Kingsbury Primary School will strengthen the leadership profile, building leadership capacity to ensure all school improvement initiatives are supported, embedded and sustained in practice. School will strengthen succession planning, developing the capabilities of the leadership team.</p>	
Build Teacher Practice	<p>Develop understanding and adopt the Powerful Learning Theories of Action framework in order to build precision in relevant teaching and learning practices</p> <ul style="list-style-type: none"> <li>Develop teacher understanding, knowledge and skill in applying whole school teaching protocols – models of practice</li> <li>Develop teacher understanding, knowledge and skill in applying whole school learning protocols – learning intentions, data, feedback</li> </ul>	
Build Leadership Teams	<ul style="list-style-type: none"> <li>Build the capacity of the Powerful Learning Team to support the implementation of the Powerful Learning Project.</li> <li>Build the capacity of school leaders to improve and influence teacher practice across the school and develop collective efficacy</li> <li>Building Effective school teams that drive school improvement through adopting shared protocols, reflective practice and use of data</li> </ul>	

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ACHIEVEMENT		Targets		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>Goals</b>	To improve learning outcomes for all students in Literacy and Numeracy	<b>12 month targets</b>		AusVELS/VELS- at least 100% of students deemed capable from Years 1-6 to be at or above the expected standards in Number, Reading, Writing, Speaking and Listening by 2016 At least 100% of all students deemed capable to progress at least a progression point annually in all aspects of Literacy and Numeracy.		NAPLAN matched cohort growth in Reading, Writing and Number to be at or above the state mean by 2016					
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it</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>					
Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy Teaching.	<ul style="list-style-type: none"> <li>Learning / implement AusVELs and or VELS (Victorian Curriculum)</li> <li>Introduce the Curiosity and Powerful Learning strategy to novices</li> <li>Extend teacher knowledge of the curriculum</li> <li>Join with the Banyule Darebin Powerful learning and Teaching project delivered by Myer/McRel and the Mitchell Institute</li> </ul>	Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy Teaching. Build a culture of high expectations for all stakeholders in the school. Plan a year's professional development for all staff in sync with the Powerful Learning & Teaching Project Devise a Gantt diagram to identify areas for action and timeliness for completion.	School's Management and Improvement Team	Ongoing work	Staff attendance at PD PD topics reflected in teacher practice Changed teacher practice obvious in peer observations Rigorous feedback conversations documented for each staff member Improvement in SoS - Teacher Collaboration (maintain trend data) -Staff Trust from 78% to 82% and >73% endorsement -Collective focus on student learning from 77.9% to 80%+ and 80% -Collective Efficacy to rise from 65% to a mean score of at least 80% and with a >48.8% endorsement rate 80% of staff to complete the voluntary Staff Opinion Survey (full version)						
Build a culture of high expectations for all stakeholders in the school.	<ul style="list-style-type: none"> <li>Provide opportunities for mentor, coaching and learning walks to broaden teacher knowledge.</li> <li>Enhance understanding and the use of data to inform teaching and learning</li> <li>Identify the data between teacher judgements and formalised assessment to plan for improving relative growth in Reading and Maths.</li> <li>Implement and evaluate intervention programs as required by various groups within this school.</li> </ul>	Refinement of previous work. Have all teaching staff and Integration ESOs receive PD in the implementation of best practise in current curriculum content and delivery. Data in teaching teams to drive teacher planning Build clarity about the purpose of the agreed assessment regime of this school.	School's Management and Improvement Team Teaching and Learning team. TRIADS	Ongoing and actioned at each staff meeting.	PDP's with smart goals defining points of professional improvement for each staff member. Improvement in SoS -Academic Emphasis to trend from 72% to equal 77% and with a >64.7% endorsement rate -Staff Trust from 78% to 82% and >73% endorsement Learning confidence to rise from 4.03 to 4.11.						
Develop a coherent whole school approach to pedagogy which is actionable and evidenced in the classroom.	Continue the refinement of whole school numeracy and literacy planning documentation Develop protocols for feedback to staff, to include rigorous conversations about practice. Build the efficacy of "trads" as a direct means to refine teacher practise.	Develop a coherent whole school approach to pedagogy which is actionable and evidenced in the classroom. Refine the existing "learning walks" protocols Refocus staff meeting agenda to include deliberate P.D. topics around Learning and Teaching.	Student Teaching and Learning team.	Curriculum planning time during regular and planned staff meetings.	Minutes of meetings (PLT, Triad) records of observation feedback. Practices embedded in teaching and learning and reflected in Parent Opinion Survey, especially Learning Confidence and Stimulating Learning (5.6 to 5.79). Notes from P.D. to be collected in order to build a shared "learning portfolio" (and as evidence for PDP's and VIT registration)						

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<b>ENGAGEMENT</b>					
<b>Goals</b>	<b>To deepen and strengthen student sense of connectedness to school and promote a strong sense of engagement in their own learning.</b>	<b>Targets</b>			
		<b>12 month targets</b>	<b>HOW</b> the school will do it (including financial and human resources)	<b>WHO</b> has responsibility	<b>WHEN</b> timeframe for completion
<b>KIS</b>  Imbed a comprehensive, whole school approach to student attendance	<b>ACTIONS:</b> what the school will do  Purchase CASES21 SMS program for parent contact.  PD for Staff as to how to make contact with families.  Follow up with "at risk" families regularly (telephone, personal chats, notes and SMS)	Monthly 'please explain' notes to families Build local reports and discuss impact of code 804 (extended family holiday)	Principal admin staff  P.W.O.	Regular and ongoing	Student attendance reports generated and sent to families. Student absences to be accounted for and explained. Local context to explain the 804 and define 'real' absenteeism. Parent Opinion Survey
		PD for staff on teacher roll marking protocols and procedures, especially understanding the CASES21 codes.  Circulate an information flyer for parents on the value of school attendance.	Wellbeing Team	ongoing	Student Attitudes to School Survey – with a focus on student relationships.  Student attendance to improve to be equal to the state mean.  <a href="http://www.education.vic.gov.au/school/principals/participation/Pages/attendance.aspx">http://www.education.vic.gov.au/school/principals/participation/Pages/attendance.aspx</a>
				reference	

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<b>WELLBEING</b>		<b>Goals</b>	<b>Targets</b>	<b>HOW</b> the school will do it (including financial and human resources)	<b>WHO</b> has responsibility	<b>WHEN</b> timeframe for completion	<b>SUCCESS CRITERIA:</b> Markers of success reflecting observable changes in practice, behaviour, and measures of progress
		To deepen and strengthen students' sense of connectedness to school and promote a strong sense of engagement in their learning	12 month targets	Improve the rate of active staff participation in outside, recess, student games and activities.			
		Consistent whole school approach to student behaviour and management to be embedded To improve transitions and learning pathways for all students into, through and beyond the school.					
<b>KIS</b>	<b>ACTIONS:</b> what the school will do	<b>HOW</b> the school will do it (including financial and human resources)	<b>WHO</b> has responsibility	<b>WHEN</b> timeframe for completion	<b>SUCCESS CRITERIA:</b> Markers of success reflecting observable changes in practice, behaviour, and measures of progress		
Develop a consistent approach to behaviour management and student feedback across the school	Build "student Voice" Teacher PD "Having difficult conversations" to build rigour in trads and curriculum planning.  To share feedback that is directed to the ILIPs and to whole class Curriculum Planning (broaden differentiated curriculum presentation)	Engage students through JSC Personal goal setting Feedback to teachers  Feedback to students (ILIPs) and building student voice and responsibility for personal learning. Develop further the goal setting processes.	Teams/Triads	ongoing	Student feedback through SATSS showing improvement in Teaching and Learning: <b>Learning Confidence</b> 4.03 school increase to 4.11 state Stimulating Learning 4.01 school increase to 4.16 state <b>Teacher Effectiveness</b> 4.32 school increase to 4.42 state Teacher Empathy 4.46 score to be maintained School Connectedness 4.49 score to be maintained Student Motivation 4.53 score to be maintained		
Build the capacity of staff to implement teaching and classroom management strategies that support an engaging, safe and rigorous learning environment	Provide PD Building authentic relationships Revise student's individual behaviour plans.  Build common practice within teaching teams for Behaviour Management.	Berry Street programs managed by Tom Brunzell  Revise ILIPs.  Reinstate "Values bands" Publically recognise student achievements.	SMTT	As appropriate	Observable changes in classroom practise Reduced number of conduct records (blue slips, conduct alerts, detentions, and suspensions) Student feedback through SATSS showing improvement in Student Safety: 4.04 school score to increase to 4.29 state Classroom Behaviour: to improve from 2.52 to 3.31 state		

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PRODUCTIVITY		Targets		To return the school to a salary surplus and maintain resources efficiently to ensure positive student outcomes.			
Goals		12 month targets					
Not existent at time of SSP construction							
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	Manage staff numbers through natural attrition and also by nominating appropriate numbers of personnel in excess to financial capability of the school. Workforce planning schedule to be applied.	
						Principal with Consultative Committee	asap
Reduce salary deficit	Workforce planning schedule	Contact Region for support	principal		Regular email and meetings with Region (Gerard Harrison)	Contact Region for support	
						principal	
Implement cost cutting practices	<ul style="list-style-type: none"> <li>Cases 21 SMS parent messaging service</li> <li>Contact providers to reduce utilities costs</li> <li>Increase efficiencies through controlled program budgets</li> </ul>	Cases 21 Telstra, Energy Audit School Council monitoring budgets	Principal Finance Committee	Jan 2016 Jan 2016 ongoing	Reduced expenditure of cash budget for 2016.	Negotiate Workforce Bridging	
						Principal	
Direct Equity funding	Use \$21,000 to support a school mentor role for the improvement of teacher practise to allow for triads to operate.	Structured program of time release	SMIT	8 sessions per year for each team/triad	Minutes, notes and film of teacher practice.		