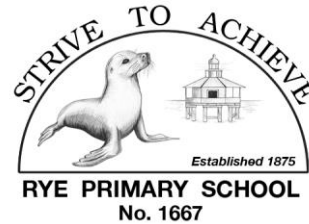


# 2016 Annual Implementation Plan: for Improving Student Outcomes

## Rye Primary School 1667

Based on Strategic Plan 2016-2019



### Endorsements

Endorsement by School Principal	Signed..... Name... <i>Jackie Annable</i> Date... <i>December 2015</i>
Endorsement by School Council	Signed..... Name... <i>Amanda Robertson</i> Date... <i>December 2015</i>
Endorsement by Senior Advisor	Signed..... Name... <i>Cheryl Chapple</i> Date... <i>December 2015</i>

- 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
<b>Excellence in teaching and learning</b>	<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
<b>Professional leadership</b>	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
<b>Positive climate for learning</b>	<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
<b>Community engagement in learning</b>	<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.

### 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:

## 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>The initiatives, <b>Building Practice Excellence</b> and <b>Curriculum Planning and Assessment</b> were identified as areas of improvement during the School Self-evaluation and Peer Review process. A review of the <b>2012 – 2015 Strategic Plan</b> showed that the <b>Student Learning goals and targets</b> were not achieved. The reasons given included a lack of focus on key areas, the need for more professional learning a decline in collaboration and team planning and inconsistency across the school.</p> <p>An analysis of the 2012 – 2014 literacy and numeracy data showed <b>NAPLAN mean scores</b> consistently below State mean scores and a low percentage of students achieving high growth. Teacher judgments against <b>AusVELS standards</b> showed a high percentage of students below the expected level.</p> <p>An analysis of the <b>Attitudes to School, Parent Opinion and School Staff surveys</b> showed a decline in variables related to teaching and learning such as Stimulating Learning, Teacher Effectiveness, Student Motivation, Professional Learning, Academic Emphasis, Teacher Collaboration and Guaranteed and Viable Curriculum.</p> <p>A <b>diagnosis of the literacy and numeracy issues</b>, using a CPORT data analysis tool, determined some improvement strategies including consistent approaches to teaching and assessment, explicit teaching, differentiation to cater for high and low achievers, shared teaching practice and professional learning related to data analysis and teaching writing and spelling.</p> <p>As a result of the school evaluation and Peer Review recommendations, the <b>2016 Annual Implementation Plan</b> will focus on establishing an agreed and documented pedagogy based on best practice, increasing the use of data to inform teaching and learning and enhancing professional learning through targeted activities and peer observations.</p>	
Key Improvement Strategies (KIS)	
<p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> <li>Build consistency and quality of teaching practice in literacy and numeracy across the school through the implementation of the Marzano instructional model and documentation of the curriculum.</li> <li>Organise and resource staff collaboration to enable teachers to work with and receive feedback from others in order to progress their practice.</li> <li>Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals.</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Build teachers' skill in using literacy and numeracy data to plan and implement differentiated teaching and learning.</li> <li>Use the Marzano proficiency scales and other success criteria to assist students to better understand and own their learning and progress</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						Benchmark Data	
Goals	Improved outcomes in literacy and numeracy, particularly in regards to learning gain and high achievement.	Targets				2014	2015
		12 month targets					
		<p>An increase in the percentage of students at or above the expected <b>Victorian Curriculum levels</b> in English and Maths</p> <p>An increase in the percentage of students in the <b>top 2 NAPLAN bands</b> <i>Year 3 Top 2 Bands = 5 and 6; Year 5 Top 2 Bands = 7 and 8</i></p> <p>An increase in the percentage of students achieving high growth on the <b>NAPLAN Relative Growth Report</b></p> <ul style="list-style-type: none"> <li>- Improvement in the Student <b>Attitudes to School</b> survey measures of:                             <ul style="list-style-type: none"> <li>- Teacher effectiveness</li> <li>- Stimulating learning</li> </ul> </li> <li>Improvement in the <b>School Staff</b> survey measures of:                             <ul style="list-style-type: none"> <li>- Academic emphasis (Climate)</li> <li>- Guaranteed and viable curriculum (Climate)</li> <li>- Parent and community involvement (Climate)</li> <li>- Renewal of knowledge and skills (Professional Learning)</li> </ul> </li> <li>Improvements in the <b>Parent Opinion</b> survey measures of:                             <ul style="list-style-type: none"> <li>- Teacher morale</li> <li>- Learning focus</li> </ul> </li> </ul>					
		<ul style="list-style-type: none"> <li>▪ A 5% increase in the number of students at or above the expected Victorian Curriculum level</li> <li>▪ Year 3 Top 2 NAPLAN Bands - Reading = 55%; Writing 50%; Numeracy 45%</li> <li>▪ Year 5 Top 2 NAPLAN Bands - Reading = 45%; Writing = 20%; Numeracy = 30%</li> <li>▪ NAPLAN Relative High Growth - Reading = 30%; Writing = 15%; Numeracy = 40%</li> <li>▪ Student Attitudes to School survey - Teacher effectiveness 4.10; Stimulating learning 3.60</li> <li>▪ School Staff survey - Academic emphasis = 68.0; Guaranteed and viable curriculum = 65.0; Parent and community involvement = 73.0; Renewal of knowledge and skills = 82.0</li> <li>▪ Parent Opinion survey - Teacher morale = 5.50; Learning focus = 5.10</li> </ul>					
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 consistency and quality of teaching practice in literacy and numeracy across the school through the implementation of the Marzano instructional model and documentation of the curriculum.	1. Audit the English program against the Victorian Curriculum whilst developing consistency of practice across the school and documenting the agreed model.	<p>Whole school professional learning. Victorian Curriculum documents.</p> <p>Modelling by Teaching and Learning leaders at PLC meetings.</p> <p>Shared planning time for all level teams.</p> <p>Meetings between level Teaching and Learning leaders and the school Leadership team.</p>	Principal Assistant Principal Curriculum leader Teaching and Learning leaders	<p>Ongoing at staff meetings and PLC meetings</p> <p>Weekly</p> <p>Weekly</p>	<ul style="list-style-type: none"> <li>• An agreed and documented English program.</li> <li>• All teachers using the Rye Primary School English program.</li> <li>• Less variance in literacy teaching and learning across the school.</li> <li>• Improvements in achievement data and survey data.</li> </ul>		
Build teachers' skill in using literacy and numeracy data to plan differentiated teaching and learning.	<p>1. Build all teachers' skill in using the PM Benchmark Reading Assessment Resource to collect data to inform teaching and learning.</p> <p>2. Establish minimum Benchmarking targets for all classrooms – 25% of students ranging from low, medium and high achievement.</p>	Benchmarking professional learning using internal and external expertise.	<p>Curriculum leader</p> <p>Teaching and Learning leaders</p>	<p>Terms 1 and 2</p> <p>Terms 1 and 2</p>	<ul style="list-style-type: none"> <li>• All teachers achieving minimum Benchmarking assessments and data analyses.</li> <li>• All students matched to the correct instructional text.</li> <li>• All teachers using Cold Write and Big Write to determine teaching and learning needs; an improvement in children's writing between the Cold Write and Big Write.</li> <li>• All teachers using the agreed literacy planning template to</li> </ul>		

	<ol style="list-style-type: none"> <li>3. Build all teachers' skill in analysing students' writing samples to inform teaching and learning.</li> <li>4. Develop an agreed literacy planning template for teachers to document reading and writing lessons to reflect shared/modelled, guided and independent elements</li> </ol>	<p>Demonstrations at Staff PD Meetings and PLC meetings by Teaching and Learning leaders using the Cold Write (pre-test) and Big Write (post-test).</p> <p>Review and trial a range of planners. Victorian Curriculum documents.</p>	<p>Curriculum leader Teaching and Learning leaders</p> <p>Curriculum leader</p>	<p>Terms 1 and 2</p> <p>Term 4</p>	<p>document daily/weekly lessons.</p> <ul style="list-style-type: none"> <li>• Evident differentiation in literacy lessons.</li> </ul>
Organise and resource staff collaboration to enable teachers to work with and receive feedback from others in order to progress their practice.	<ol style="list-style-type: none"> <li>1. Organise a minimum of two peer observations based on self-assessment using Marzano feedback tools and linked to Performance and Development focus areas.</li> <li>2. Develop peer observation protocols and feedback template.</li> </ol>	<p>Whole school professional learning. Marzano feedback tools. Scheduled observations. Staff copies of The Art and Science of Teaching.</p> <p>Whole school professional learning. Action research projects.</p>	<p>Principal Assistant Principal Curriculum Leader</p> <p>Principal Assistant Principal Curriculum Leader</p>	<p>Term 1 and ongoing</p> <p>Term 1</p>	<ul style="list-style-type: none"> <li>• Agreed peer observation protocols in place.</li> <li>• School-wide teacher peer observations and documented feedback.</li> </ul>
Embed practices for parents/carers to be engaged and understand the learning progress of their children and how to effectively support them to learn.	<ol style="list-style-type: none"> <li>1. Develop and publish simple practical ways that parents can support their children's learning.</li> <li>2. Involve parents and volunteers in the new daily morning reading program.</li> </ol>	<p>Brainstorm lists of practical parent support at PLC meetings.</p> <p>Parent information about the daily morning reading program. Parent invitations. Parent education about their role in the program.</p>	<p>Curriculum leader Teaching and Learning leaders</p> <p>Principal Assistant Principal Curriculum leader</p>	<p>Term 1</p>	<ul style="list-style-type: none"> <li>• Practical ideas and advice for parents published, distributed and displayed</li> <li>• Increased parental (and volunteer) involvement in the daily morning reading program and well-supported home reading program.</li> <li>▪ Increased sense of teacher/parent partnership as reflected in surveys.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT		Benchmark Data					
<b>Goals</b>	To develop students who are independent, and actively involved in their learning and the community.	<b>Targets</b>	Improvement in the <b>attendance</b> data – average student absence days Prep – Year 6	Improvement in the Student <b>Attitudes to School</b> survey measures of the teaching and learning: - Learning confidence - School connectedness - Student motivation - Teacher empathy	Improvement in the <b>Parent Opinion</b> survey measures of - Student motivation - School connectedness	<b>2014</b>	<b>2015</b>
		<b>12 month targets</b>	Attendance – 10% decrease in student absences in each year level Attitudes to School survey - Learning confidence = 3.95; School connectedness = 4.15; Student motivation = 4.40; Teacher empathy = 4.20 Parent Opinion survey – Student motivation = 5.40 School connectedness = 5.75				<u>Attendance mean</u> 19.93  <u>ATS survey</u> L C = 3.89 S C = 4.09 S M = 4.34 T E = 4.12  <u>Parent survey</u> S M = 5.68 S C = 5.80
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		
Increase student voice in teaching and learning to improve motivation and involvement in school life.	<ol style="list-style-type: none"> <li>Raise the profile and decision-making capacity of the Student Representative Council (SRC) through class visits.</li> <li>Arrange for the senior SRC members to unpack the Attitudes to School data and provide feedback to the staff.</li> </ol>	Appoint a staff SRC coordinator. Schedule fortnightly meetings. Schedule fortnightly class visits.  Meeting time. Attitudes to School Survey data.	SRC coordinator	Term 1  Ongoing  Term 2	<ul style="list-style-type: none"> <li>A visible and active SRC involving senior students visiting and consulting with all students from Prep to Year 6.</li> <li>SRC links to the School Council through representation and/or meeting minutes.</li> <li>Improvements in student achievement and survey data.</li> </ul>		
Explicitly teach students how to set new learning goals and to reflect on their literacy and numeracy progress.	<ol style="list-style-type: none"> <li>Introduce and implement Marzano Proficiency Scales in writing lessons using I Can Statements.</li> <li>Conduct writing conferences to assist students to identify learning needs and develop learning goals and strategies.</li> </ol>	Whole school professional learning. Modelling by Teaching and Learning leaders at PLC meetings.	Principal Assistant Principal Curriculum leader Teaching and Learning leaders	Term 1  Ongoing	<ul style="list-style-type: none"> <li>All PLCs using proficiency scales for curriculum planning in Writing.</li> <li>Visible proficiency scales supporting writing lessons and students able to monitor and articulate their level of achievement using the I Can Statements.</li> <li>Students able to articulate their writing learning goals and strategies, and describe their progress.</li> <li>Writing learning improvement goals met in Individual Education Plans for identified students.</li> <li>Improvements in student achievement and survey data.</li> </ul>		

# Annual Implementation Plan: for Improving Student Outcomes

WELLBEING						Benchmark Data			
Goals	To empower all members of the school community in strengthening an inclusive, safe and supportive environment that focuses on quality learning and teaching.	Targets	Improvement in the Student <b>Attitudes to School</b> survey measures of:			<b>2014</b>	<b>2015</b>		
			<ul style="list-style-type: none"> <li>- Student distress</li> <li>- Student morale</li> <li>- Classroom behaviour</li> <li>- Connectedness to peers</li> <li>- Student safety</li> </ul> Improvement in the <b>Parent Opinion</b> survey measures of: <ul style="list-style-type: none"> <li>- Student safety</li> <li>- Classroom behaviour</li> <li>- School connectedness</li> <li>- Social skills</li> <li>- Behaviour management</li> </ul> Improvement in <b>School Staff</b> survey measures of: <ul style="list-style-type: none"> <li>- Collective focus on student learning (Climate)</li> <li>- Collective responsibility (Climate)</li> </ul>			<u>ATS survey</u> S D = 5.54 S M = 5.24 C B = 2.32 C to P = 4.18 S S = 4.20	<u>ATS survey</u> S D = 5.29 S M = 4.89 C B = 2.87 C to P = 3.88 S S = 3.65		
		12 month targets	Attitudes to School - Student distress = 5.40; Student morale = 5.00; Classroom behaviour = 2.55; Connectedness to peers = 4.10; Student safety = 4.00 Parent Opinion - Student safety = 4.60; Classroom behaviour = 3.70; School connectedness = 5.70; Social skills = 5.55; Behaviour management = 4.80 Staff survey- Collective focus on student learning = 76.00; Collective responsibility = 70.00					<u>Parent survey</u> S S = 4.95 C B = 3.43 S C = 5.80 So Sk = 5.72 B M = 4.70	<u>Parent survey</u> S S = 4.33 C B = 3.90 S C = 5.57 So Sk = 5.36 B M = 4.95
						<u>Staff survey</u> C F on S L = 74.17 C R = 68.22	<u>Staff survey</u> C F on S L = 68.78 C R = 64.48		
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				
1. Implement whole-school student management routines & procedures to ensure positive behaviour and learning expectations are set and understood by all members of the school community.  2. Review the Social Emotional Learning program to ensure a shared & consistent implementation of strategies outlined in Second Steps	1. Implement Marzano Design Question 6: <i>What will I do to establish and maintain classroom rules and procedures?</i> 2. Implement Marzano Design Question 7: <i>What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?</i> 3. Implement Marzano Design Question 8: <i>What will I do to establish and maintain effective relationships with students?</i> 4. Launch the three school values. 5. Schedule SEL professional learning sessions. 6. Explicitly teach, the Second Steps Program Prep to Year 6.	Two Curriculum Days and ongoing professional learning at Leadership, Staff and PLC meetings.   Introduce one value each term through a whole school event. Schedule SEL professional learning sessions as part of regular staff meetings.	Principal Assistant Principal Curriculum leader   Assistant Principal  Assistant Principal	Term 1 and ongoing	<ul style="list-style-type: none"> <li>• Visible classroom anchor charts with consistent messages about classroom routines and expected learning behaviours.</li> <li>• A reduction in the number of recordings in the Green Folders for inappropriate behaviour.</li> <li>• All students receiving positive affirmation messages from their teachers via awards and the Rye Primary School postcards.</li> <li>• An increase in the number of relationship building activities used in classrooms such as Circle Time, Restorative Practices, Student of the Week etc.</li> <li>• Timetabled SEL lessons.</li> <li>• Consistent Second Steps language and strategies used across the school.</li> <li>• Visible and known school values.</li> <li>• Improvements in survey data.</li> </ul>				

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY		Benchmark Data				
Goals	To improve the allocation and use of resources (human, financial, time, space and materials) to maximize learning outcomes for students.	Targets	Improvement in <b>School Staff (Professional Learning)</b> survey measures of:		<b>2014</b> <u>Staff survey</u> S L S = 64.67 R of K & S = 80.64 C P = 63.77 A P = 68.89 F = 51.76	<b>2015</b> <u>Staff survey</u> S L S = No data R K & S = No data C P = No data A P = No data F = No data
		12 month targets	- School Staff survey - School level support = 70.00; Renewal of knowledge and skills = 82.00; Collective participation = 70.00; Active participation = 71.00; Feedback = 60.00			
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 knowledge and capability to lead and embrace change to enhance the school climate and professional learning culture.	1. Increase the school leadership team through the appointment and development of four Teaching and Learning leaders.	Scheduled meeting time and minutes. Links to Professional Learning Community teams. Additional meeting time for Teaching and Learning leaders.  Professional learning time.	Principal  Principal Assistant Principal Curriculum leader	Ongoing  Curriculum Days Term 1	<ul style="list-style-type: none"> <li>A strong leadership team driving pedagogical change based on the Marzano Instructional Model.</li> <li>An increased use of staff knowledge to plan and present professional learning activities.</li> </ul>	
Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals.	1. Define professional learning and increase the understanding of the Professional Learning module of the School Staff survey.	Staff professional learning sessions in Term 2. School Survey data. CPORT analysis tool.	Principal	Term 3	<ul style="list-style-type: none"> <li>All staff have an active understanding of the Professional Learning element of the Staff Opinion survey.</li> </ul>	
Review and develop the ICT policy and program to maximise student outcomes and engagement.	1. Establish an ICT maintenance and purchasing schedule.  2. Appoint an Innovations and ICT leader to investigate and trial the use of iPads to support learning in an authentic manner.	Meetings between the Principal, Business Manager and ICT leader.  Schedule BYOD days.	Principal ICT leader  Innovation and ICT leader	Term 2  Term 3	<ul style="list-style-type: none"> <li>Completion of the ICT maintenance and purchasing schedule and a proposed three-year plan for future direction.</li> <li>A Bring Your Own Device iPad proposal for consideration.</li> </ul>	

