2017 Annual Implementation Plan: for Improving Student Outcomes

5176

Jells Park Primary School
2017

Based on Strategic Plan 2014-2018

Endorsements

Endorsement by School Principal	Signed……………………………………. Name……Kevin Oakey……………………………………. Date…………………………………………
Endorsement by School Council	Signed……………………………………. Name……Nathan Bower……………………………………. 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 2017 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.
In 2014 Jells Park PS had a focus on introducing the CAFE platform as a whole school approach to curriculum delivery in Literacy. This was developed and embedded in 2015. As a follow on to this, we focused on Spelling in 2016, with the introduction of the 'Words their Way' program. In 2017 our attention moves to revisiting our Writing strategies, which is one area we can make improvement, according to School Performance data. In 2016 we researched and chose 'VCOP / Big Write' as the Writing Program of choice. One of our 2017 focuses is to introduce this program across all year levels, supported by staff PD to ensure informed implementation. Once the Writing program is implemented, we will aim to assess the student outcomes across Spelling and Writing and ensure consistent pedagogical approach to Literacy across the whole school.
Similarly, from our Parent Opinion data, parents indicated they would still like more input and contribution into the school. Our Community Engagement team will continue to address this issue and specifically target Parent Input with a view to strengthening communication and partnerships with parents and the wider community. The school Leadership team will endeavour to strengthen communication and links with School Council and the Jells Park Parents Committee.
Welfare is a continuing key focus in 2017, following on from the work in 2016 where we began to implement the KidsMatter framework. We will continue to address the needs of different cohorts of students and provide welfare support where the need is highest. A revitalised the program will need a consistent approach across the school to support student safety and welfare. Additionally, we aim to support this Welfare Program with improved student monitoring, with a view to implementing further stages of the whole school Data Management System in the school, with particular attention on decreasing student absences throughout the year.

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
Building practice excellence	• Embed a consistent whole-school approach to teaching and learning – focus is on consistent pedagogic practice of literacy platforms across the whole school. • Build high quality teacher practice through collaborative teamwork, shared professional learning, peer observations and collective efficacy.
Empowering students and building school pride	• Providing opportunities for student leadership, celebrating Student Achievement, enhance differentiated learning to promote inclusion. • Focus on decreasing Student Absences.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	To achieve high quality learning outcomes for all students with a strong focus on improving learning growth in literacy and numeracy.	Targets	• Vic Curric Levels Performance (A/B) – whole school (P-6) 70% achieving above (A/B), zero students achieving below expected level (C). • Increase the percentage achieving high growth on NAPLAN relative growth assessments in Literacy.

NAPLAN	2013	2018
- Reading	32%	35%
- Writing	29%	35%
- Spelling	23%	30%
- Grammar & Punct.	23%	30%

• Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

Attitudes to School	2013	2018
- student motivation	4.58	4.6
- learning confidence	4.03	4.4

12 month targets

• Vic Curric Levels Performance (A/B) – whole school (P-6) 70% achieving above (A/B), zero students achieving below expected level (C).

• Increase the percentage achieving high growth on NAPLAN relative growth assessments in Literacy.

NAPLAN	2013	2017
- Reading	32%	34%
- Writing	29%	32%
- Spelling	23%	27%
- Grammar & Punct.	23%	27%

• Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

Attitudes to School	2013	2017
- student motivation	4.58	4.6
- learning confidence	4.03	4.2

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
Embed a consistent whole-school approach to teaching and learning Build high quality teacher practice through collaborative teamwork, shared professional learning, peer observations and collective efficacy	• Implement 'Big Write & VCOP' as a consistent approach for Writing across the whole school • Consistence pedagogy and practice across the school in all three literacy platforms • Review & strengthen the Words Their Way Program & CAFÉ Reading Program as per guidelines	• PD allocation to support training of staff in term 1 • Term by term implementation strategy plan reviewed, presented and implemented. • Budget allocation to support Literacy Coach • Timetabled opportunities for staff to have times allocate with the Literacy Coach for peer mentoring & feedback sessions • Purchase of resources to support program implementation • Literacy Team to set up resource folder on Staff Share with sub folders • Literacy Team to set up a timeframe of goals to introduce aspects of the	Leadership, Literacy Leading Teacher, staff and Literacy Coach Literacy Coach, Leading Teacher Literacy Leading Teacher Literacy Team School Improvement Team (Literacy) Literacy Team	Term 1 Term 2 Ongoing Ongoing Ongoing Term 1 Semester 2	**By the end of 2017 there will be an increase in the percentage achieving high growth on NAPLAN relative growth assessments in Literacy. Achieved by:** • Whole school staff have implemented the Words Their Way program. • Whole school staff have overviewed the VCOP / Big Write program. • Critical elements of the program are identified and understood by staff. • Staff have undertaken training, completed the set-up of a structured VCOP program within each Literacy streamed group. • Staff members involved in the implementation of the VCOP program have been made available to other staff for initial set up and questions and mentoring. • Teaching and Learning coach has been employed for the year to assist with the implementation of VCOP. • Whole school writing program is implemented across the school. • SIT and staff have worked collaboratively with the FISO group to develop better teacher capacity in Writing pedagogy. • Benefits of VCOP identified in improved Writing data and effective use in Writing activities. • Whole school Literacy pedagogy understood and

		program to their students		Semester 2	consistently applied.
		• Literacy team to provide ongoing support to members of staff	Literacy Team		
		• Literacy coach to support staff on a needs basis	Literacy Coach	Ongoing	

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	To achieve high quality learning outcomes for all students with a strong focus on improving learning growth in literacy and numeracy.	Targets	• Vic Curric Levels Performance (A/B) – whole school (P-6) 70% achieving above (A/B), zero students achieving below expected level (C). • Increase the percentage achieving high growth on NAPLAN relative growth assessments in Literacy. • Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

NAPLAN	2013	2018
- Numeracy	45%	50%

Attitudes to School	2013	2018
- student motivation	4.58	4.6
- learning confidence	4.03	4.4

		12 month targets	• Vic Curric Levels Performance (A/B) – whole school (P-6) 70% achieving above (A/B), zero students achieving below expected level (C). • Increase the percentage achieving high growth on NAPLAN relative growth assessments in Numeracy. • Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

NAPLAN	2013	2017
- Numeracy	45%	46%

Attitudes to School	2013	2017
- student motivation	4.58	4.6
- learning confidence	4.03	4.2

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
Embed a consistent whole-school approach to teaching and learning Build high quality teacher practice through collaborative teamwork, shared professional learning, peer observations and collective efficacy	• Investigate how we can implement STEM into everyday teaching and learning	• Attend external PD to discover ideas as to how to implement STEM successfully. • Investigate different topics of STEM and find different strategies for teachers to use it daily • Build on the Mental Maths folder for all teachers to use and to integrate hands on activities into Maths lessons • Audit the Science resources to see what we have and what we might need to implement STEM successfully and to make it more assessable to all staff • Continue to Reinvigorate Maths Talent	Leadership Numeracy Leading Teacher School Improvement Team (STEM) School Improvement Team (STEM) School Improvement	Term 1 Term 2 Term 2 Term 2 Ongoing	**By the end of 2017 there will be an increase in the percentage achieving high growth on NAPLAN relative growth assessments in Numeracy. Achieved by:** • Whole school staff have been exposed to STEM PD and engaged by STEM SIT in professional ideas. • Whole school staff have overviewed the Challenged Based Maths learning in the school. • Critical elements of the program are identified and understood by staff. • Staff have undertaken training and have been made available to other staff for questions and mentoring. • Whole school Challenge Based Maths learning strategies have been implemented across the school utilising the SIT for support. • Benefits of Challenge Based Maths learning identified in improved Numeracy data. • Programs requiring Challenge Based learning (Maths Talent Quest, Maths 300, etc) being run in the school. • Coding S &S drafted and implemented as part of the

		Quest, Maths 300, Maths Trust, Essential Maths etc to involve more staff into using/ participating these resources and activities	Team (STEM)		curriculum. • Integrated topics S&S reviewed and modified to reflect STEM knowledge and topic ideas.
	• Develop Staff awareness of STEM and to build staff confidence to integrate it successfully.	• Purchase relevant resources to assist STEM being implemented correctly	School Improvement Team (STEM)	Term 2	
		• Provide Mathematical/Science resources to enhance engagement of students	School Improvement Team (STEM)	Ongoing	
		• Numeracy SIT to give a PD to staff about STEM, introducing it and provide information and hands on activities for immediate use in the class room.	Staff	Term 2 & 3	
	• Analyse the Scope and Sequence of topics and provide resources to better integrate STEM.	• Analyse the Scope and Sequence for each Year level and provide STEM based activities for each topic so staff can use this resource in Planning.	School Improvement Team (STEM)	Term 2	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals	To enhance student engagement in their learning within a differentiated curriculum designed to stimulate and challenge all students	**Targets**	• Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

Attitudes to School	2013	2018
- teacher effectiveness	4.31	4.4
- teacher empathy	4.39	4.5
- school connectedness	4.47	4.5

• continue to provide the latest ICT technology to enhance the teaching and learning for all students

Attitudes to School	2013	2018
- stimulating learning	4.13	4.4

• Decrease the school mean (F-6) for average days absent per year to under 10 day per year

Absences from School	2013	2018
- School Mean	10.17	under 10	

| | | **12 month targets** | • Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

Attitudes to School	2013	2017
- teacher effectiveness	4.31	4.35
- teacher empathy	4.39	4.4
- school connectedness	4.47	4.5

• continue to provide the latest ICT technology to enhance the teaching and learning for all students

Attitudes to School	2013	2017
- stimulating learning	4.13	4.25

• Decrease the school mean (F-6) for average days absent per year to under 10 day per year

Absences from School	2013	2017
- School Mean	10.17	under 10	

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 personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world.	• Embed the Digital Technologies curriculum throughout the school	• Specialist ICT Teacher for Foundation, 1 and 2 • 1:1 student iPads in 5 & 6 • 3 - 6 teachers to deliver curriculum to own classes • Allocated time to research curriculum resources • Teacher PD • Coding to be included in teaching from F-6 • Create Coding Continuum (S&S) • Create Coding Club	Leadership Staff Staff ICT Teach Leader (AP) Staff School Improvement Team (ICT)	2017 (Semester 1 Semester 2)	**By the end of 2017 all indicators of students' attitudes to school will improve. Achieved by:** • Students assessed on Digi Tech curriculum as evidenced by teacher planning documents and academic reports. • Coding incorporated into teaching and learning from F – 6 as evidenced by teacher planning documents and student skills. • Students in active Coding Club (internal and external). • Teacher confidence and use of digital technologies.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING				
Goals	To enhance student wellbeing in a learning community that is built on respectful relationships, agreed school values and high expectations.	**Targets**	• Increase the mean for Attitudes to School Survey in Years 5 & 6 for:	

Targets:

• Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

Attitudes to School	2013	2018
- peer connectedness	4.33	4.5
- student morale	5.78	6.0
- student distress	5.98	6.0

• Increase the mean for Parent Opinion survey for:

Parent Opinion	2013	2018
- parent input	5.03	5.2
- student safety	5.03	5.2
- general satisfaction	5.73	5.9

12 month targets:

• Increase the mean for Attitudes to School Survey in Years 5 & 6 for:

Attitudes to School	2013	2017
- peer connectedness	4.33	4.4
- student morale	5.78	5.85
- student distress	5.98	6.0

• Increase the mean for Parent Opinion survey for:

Parent Opinion	2013	2017
- parent input	5.03	5.1
- student safety	5.03	5.85
- general satisfaction	5.73	5.85

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
Document a consistent and relevant process to improve student safety and welfare.	• Continue review and implementation of a whole-school welfare and safety program that supports the current school community needs	• Continue to develop and implement a framework (KidsMatter) that will work for JPPS	School Improvement Team (Wellbeing)	Develop term 1 and conduct term 2	**By the end of 2017 all indicators of students' attitudes to school and parent opinion survey will improve. Achieved by:**
		• Identify an approach that will work for JPPS	School Improvement Team (Wellbeing) & Whole staff	Mid term 2	• Comparison of data to see if improvements Teacher knowledge of wellbeing and confidence in ability to teach it
		• Review and re-introduce the school values with an understanding on their impact on our teaching practices	Leadership & School Improvement Team (Wellbeing)	End of term 1	• SIT and staff have worked collaboratively with FISO group to build teacher capacity for better wellbeing practices in the school.
		• Successfully implement the D-Paws Program	School Improvement Team (Wellbeing)	Start of term 3	• Development of a School Wide Positive Behaviour matrix for staff and students.
		• Track relevant data to identify key areas for improvement, with focus on reasons for student absences	School Improvement Team (Wellbeing)	Term 3 & 4	• Improvement in data (student opinion and parent opinion, absence)
		• Identify needs and key directions that we want to target	Leadership & School Improvement Team (Wellbeing)	Ongoing	• SENTRAL is being used consistently to record and track for students at risk, improve ILP and more responsive process for student absences.
		• Track that data on wellbeing issues are being successfully recorded in SENTRAL by staff	School Improvement Team (Wellbeing)	Ongoing	

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
Strengthen communication and partnerships with parents and the wider community.	• Investigate the needs for improved Parent Input and implement strategies to achieve this • Streamline and increase the communication methods and connection with the school community, particularly School Council and Jells Park Parents Committee.	• Use Survey Monkey to engage School Community and collect data on community needs. • Review and maintain current school and community activities and events. • Collaborate with the ICT team to continue to maintain , using SENTRAL, Skoolbag, newsletters, Facebook, assemblies, email, website, notices, interviews, phone calls and face-to-face meetings) • Introduction of new activities and during education week, including revamp of open night, with a focus on STEM based activities during this week. • Staff to actively support, conduct and attend allocated community events. • A possible focus on staff and community involvement in some charity walks throughout. • Staff regularly interact with the Communication Strategies as determined by the school. • Parent groups to continue with existing, and introduce new, opportunities for the community to engage in school activities (Movie Night, Twilight Market, stalls, discos, etc)	Leadership School Improvement Team (Community) Staff Parent Groups	Term 1 & 4 All Year All Year Term 1 & 2 All Year All Year All Year	• Compare data and feedback from surveys. • Attendance and feedback at community events. • Reflection and Reviews from staff during staff meetings. • Setting attendance and/or financial targets for some charity organisations. • Regular formal and informal communication with School Council and JPPC has been maintained.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY				
Goals	Ensure the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for students.	**Targets**	• Increase the mean for Parent Opinion Survey in: **Parent Opinion / 2013 / 2018** - School Improvement / 5.44 / 5.6 - Approachability / 5.69 / 5.90 • Increase the mean for Staff Opinion Survey in: - Professional Learning – Coherence from 77.50 to 90 - Professional Learning – Feedback from 72.17 - 80 • Adequate funding to facilitate the achievement of school priorities evidenced in annual Program Budget.	
		12 month targets	• Increase the mean for Parent Opinion Survey in: **Parent Opinion / 2013 / 2017** - School Improvement / 5.44 / 5.55 - Approachability / 5.69 / 5.85 • Increase the mean for Staff Opinion Survey in: - Professional Learning – Coherence from 77.50 to 85 - Professional Learning – Feedback from 72.17 - 75 • Adequate funding to facilitate the achievement of school priorities evidenced in annual Program Budget.	

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
Align resources to School Strategic Plan goals and school and DET priorities through an efficient and transparent annual PDP process.	• Develop and clarify the PDP structure for teaching and ES staff, making links to the Strategic Plan and AIP • Implement PDP structure, including elements of observations, coaching and feedback • Build Leading Teachers capacity to support PDP including conversations and monitoring practice	• meeting time with all staff allocated • Leadership planning meetings allocated each term • Funding allocated towards Professional Learning • Time provided for ongoing development conversations	Principal / All staff Leadership team Principal Leadership Team	Late Term 1 Ongoing Term 3 Term 3	• PDP document developed, staff understands structure, AITSL informed, linked to AIP / Strategic Plan • All staff involved, feedback PL undertaken, coaching occurring and alternative supports included • Leading teachers starting PDP conversations
Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community	• Continue, develop and review content of newsletters to achieve KIS	• Time at Team leaders meetings • SIT and Level groups have regular input	All staff Leadership Team	Term 1 onwards	• Newsletters developing and changing to incorporate a deeper level of information and opportunity to feedback (physical examples).
	• Develop the connection between staff and School Council and JPPC through regular formal and informal communication.	• formal meeting minutes and reports to/from SC and JPPC • SC and JPPC invited to participate in reviews and feedback on programs and activities.	School Council JPPC Leadership		• Meetings and reports distributed • Feedback received and actioned.
	• Incorporate parent education and collaboration into whole school educational program	• Parent community invited to join school learning sessions, project presentations, learning shows, etc. • Learning walks offered & conducted.	Leadership Team	Term 2, ongoing	• Whole school program shows parent education (indicated on school calendar)

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	