

2016 Annual Implementation Plan: for Improving Student Outcomes

15129

Templestowe Park Primary School 2016

Based on Strategic Plan [2015-2018]

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... 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:	
<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>Our aim is to develop consistent and best practice for our teaching and learning programs across the entire school. In particular, in Reading, Writing and Number & Algebra. Effective teaching starts with accurate assessment and it is our aim to develop assessment practices that provide sound evidence of student learning. This includes a considerable emphasis on formative assessment for learning and summative assessment of learning to measure the success of our learning programs. This will be evident by an increase in the matched cohort growth in NAPLAN and a greater number of students achieving an A or B in Teacher Judgements. By developing a positive education framework and inquiry learning practices, we will equip our students with the tools for future success with personal wellbeing and relationships. This will be evidenced by growth in the Attitudes to School survey and other internal student surveys.</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
<ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment 	<ul style="list-style-type: none"> Build teacher capacity to ensure that we teach to each student's point of need. Implement a model of practice for Reading & Viewing and Writing across the school. Mathematics focus is implemented in lesson design. Design and implement an agreed whole school assessment schedule. Commit to an assessment management system to track student learning. Introduce a new reporting format based on feedback from the community.
<ul style="list-style-type: none"> Empowering students and building school pride 	<ul style="list-style-type: none"> To develop processes that builds the capacity of students to be resilient, socially responsible and optimistic. Investigate and design a Positive Education (PE) framework based on Geelong Grammar or Kids Matter model. Strong focus on staff commitment and modelling. Develop personalised learning opportunities for students to stimulate interest, curiosity and develop life-long inquiry skills within a student centred instructional model.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT														
Goals	To improve student learning growth in Literacy and Numeracy	Targets	<ul style="list-style-type: none"> To establish benchmark measures for assessing the proportion of students achieving 12 months growth or more in a 12-month period within the areas of Reading, Writing and Number & Algebra. Increase the NAPLAN matched cohort score growth in Reading and Numeracy <table border="1"> <thead> <tr> <th>DOMAIN</th> <th>2012 – 2014 Growth</th> <th>2015 -2018 Growth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>76.95</td> <td>>85</td> </tr> <tr> <td>Numeracy</td> <td>97.84</td> <td>>100</td> </tr> </tbody> </table>			DOMAIN	2012 – 2014 Growth	2015 -2018 Growth	Reading	76.95	>85	Numeracy	97.84	>100
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		12 month targets	<ul style="list-style-type: none"> To establish benchmark measures for assessing the proportion of students achieving 12 months growth or more in a 12-month period within the areas of Reading, Writing and Number & Algebra. Increase the NAPLAN matched cohort score growth in Reading and Numeracy <table border="1"> <thead> <tr> <th>DOMAIN</th> <th>2015</th> <th>2016 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>65.95</td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>94.10</td> <td>98</td> </tr> </tbody> </table>			DOMAIN	2015	2016 Target	Reading	65.95	80	Numeracy	94.10	98
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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 to ensure that we teach to each student's point of need.	Implement and commit to an assessment management system to track student learning.	<ul style="list-style-type: none"> Design and implement a whole school assessment schedule. Introduce the use of PAT Reading, Maths and Science assessments. Provide PL for all staff in assessment. Spread the trial of SPA markbook from Gr 4 to Gr 3/5/6. Store all student performance data on the Student Performance Analyser (SPA) or Compass. Implement formative assessment strategies to plan for student learning. This includes the Timperley Evidence Based Professional Learning Cycle. 	<ul style="list-style-type: none"> Leadership team Assessment & Data team (A&DT). Leadership and (A&DT) and 3-6 teachers. Coordinators and (A&DT). Leadership team & teachers. Leadership team to provide PL. Coordinators and teachers. 	Week 3 T1 Term 1 & 3 Term 1 – meetings Ongoing In line with Assessment Schedule. Term 2 -4 P&D cycle.	<ul style="list-style-type: none"> Every teacher completing all set assessment tasks from schedule and using the data to plan teaching and report accurately. Completion of PAT assessment and entered into SPA. As evidenced in planning documentation and assessment records that leads to differentiated teaching. Discussion/evidence of professional discussion and completed planning documents. Evidence of student tracking in SPA and growth between pre- and post-tests. Teachers to reflect on practice and assist in future teaching strategies. Evidence in planning for assessment for learning to assure that students are taught at their point of need. Evidence of the cycle being followed and change in practice. Measurement of student data to quantify effectiveness. 									
	Implement the TPPS Teaching & Learning model, a model of practice for Reading & Viewing and Writing across the school. Mathematics focus is implemented in lesson design.	<ul style="list-style-type: none"> Embed TPPS Learning model in all classroom practice. Embed use of TPPS Literacy and Numeracy planners. Provide PL for all staff in Literacy & Numeracy teaching models. Provide time modelling and feedback on lesson delivery of Literacy and Numeracy. 	<ul style="list-style-type: none"> Principal & Asst Principal PALT Leaders and Coordinators. LTs for Lit & Num and teachers. 	Ongoing. Ongoing staff meetings.	<ul style="list-style-type: none"> All teachers using TPPS model when delivering lessons. All teams using TPPS Lit & Num planners and uploaded to google docs. All staff to participate in PL, professional discussion and demonstrate consistent practice. Student achievement to meet the 12-month target outlined above. 									
	Develop Performance and Development program to incorporate leadership and peer observation of new initiatives.	<ul style="list-style-type: none"> Design formalised observation process to improve learning practices. Provide time for classroom visits. 	<ul style="list-style-type: none"> Leadership team. Teachers in their PDPs. 	Term 3/4.	Formalised observation process is documented and implemented by staff. This includes observations and feedback.									
	Enter into a range of academic competitions to provide an authentic audience for our students.	<ul style="list-style-type: none"> All year levels to enter either the Maths Talent Quest (MTQ) or Science Talent Search (STS). Allocate staff to lead entry into different academic competitions. 	<ul style="list-style-type: none"> Maths PALT, Science teacher and all staff. 	Alternate year levels. 1/3/5 MTQ 2/4/6 STS	Work samples and entry into competitions.									

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT																				
Goals	To build an engaging, stimulating, authentic and rigorous learning environment that promotes student empowerment in the learning process	Targets	<ul style="list-style-type: none"> To improve the mean scores in the Students Attitude to School Survey <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td style="text-align: center;">3.92</td> <td style="text-align: center;">>4.20</td> </tr> <tr> <td>Student Motivation</td> <td style="text-align: center;">4.59</td> <td style="text-align: center;">>4.70</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To improve parent survey variables. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td style="text-align: center;">5.42</td> <td style="text-align: center;">>6.00</td> </tr> </tbody> </table>			Factor Name	2014	2018	Stimulating Learning	3.92	>4.20	Student Motivation	4.59	>4.70	Factor Name	2014	2018	Stimulating Learning	5.42	>6.00
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Develop personalised learning opportunities for students to stimulate interest, curiosity and develop life-long inquiry skills within a student centred instructional model.	Employ an outside expert in inquiry learning to professional develop staff and to assist teams in designing inquiry units. A particular focus on research and higher order thinking skills.	<ul style="list-style-type: none"> Kath Murdoch will lead a curriculum day on Inquiry learning and will work with teachers to plan on two other occasions. 	- All staff. - Principal	Term 3	Attendance of PL learning day, increased knowledge of inquiry learning. Design and trial of at least one inquiry unit in 2016.															
	Design TPPS Inquiry framework and model.	<ul style="list-style-type: none"> After PL days staff will design an inquiry model to suit the unique needs of TPPS. 	- All staff.	Term 3 & 4	To improve Stimulating Learning and Student Motivation in the SATS through the: - Design of TPPS inquiry model and teachers beginning to trial the model.															
	Science Discovery program implemented.	<ul style="list-style-type: none"> Employ specialist science teacher to lead Science Discovery Program. Celebrate Science Week and other special events. Enter a range of science and technology competitions and events. 	- Science teacher and teaching staff.	Ongoing	- Science program is established and a whole school scope and sequence established. - Undertaking of Science Week celebration with activities and events. - Stimulating learning and student motivation to meet the 12-month target outlined above. - Entry into a variety of science competitions.															
	School to build networks with universities, secondary schools, Science Teachers Association (STA) to develop 'Science Discovery' program.	<ul style="list-style-type: none"> Develop relationship with Koonung SC so students can undertake lessons at their new science centre. Explore relationship with the Sir John Monash Science School. 	- Science teacher and Principal.	Term 2/3/4	- Senior students have attended Science lessons at Koonung SC. - Initial relationship with the Sir John Monash Science school.															

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
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To develop processes that builds the capacity of students to be resilient, socially responsible and optimistic.	Investigate and design a Positive Education (PE) framework based on Geelong Grammar or KidsMatter model. Strong focus on staff commitment and modelling	<ul style="list-style-type: none"> Launch KidsMatter initiative. Allocate PL time to undertake KidsMatter program. Liaise with experts in PE and make recommendations for school. Whole school Student & Community Wellbeing team will implement PE initiatives. Document our wellbeing programs and develop a TPPS handbook. 	<ul style="list-style-type: none"> - PALT Team and Kids Matter team. - Joel & Mark - All staff - PALT & all staff 	<ul style="list-style-type: none"> Term 1 From T1 – ongoing Ongoing End of year 	<ul style="list-style-type: none"> - Students, Parents and the community are made aware of the program newsletter articles and information sessions. - Meet regularly with Paige Williams (Expert Pos Ed) to guide design and implementation of program. Teachers plan and implement initiatives in classroom. - Improved results in SATS. - Draft 1 of Pos Ed handbook for TPPS. 												
	Provide parent seminars and information for parents to spread information to wider community about wellbeing.	<ul style="list-style-type: none"> Introduce parent forums for discussion about wellbeing programs and to answer questions. Introduce parent training nights about resilience and other important topics. Use innovative methods to inform community about wellbeing programs. 	<ul style="list-style-type: none"> - PALT, Joel & Mark - All staff 	<ul style="list-style-type: none"> T2 – ongoing Ongoing 	<ul style="list-style-type: none"> - To improve in the areas of School Improvement, Approachability and General Satisfaction in the Parent Opinion Survey by: - Undertaking forums twice a term related to wellbeing and other school initiatives. Compare indicators from the Parent Opinion Survey 2015/2016. <table border="1"> <thead> <tr> <th>Factor Name</th> <th>2015</th> <th>2016 Target</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>5.63</td> <td>> 5.73</td> </tr> <tr> <td>Approachability</td> <td>5.74</td> <td>> 5.85</td> </tr> <tr> <td>General Satisfaction</td> <td>5.87</td> <td>>5.96</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - Evidence of parent information nights. 	Factor Name	2015	2016 Target	School Improvement	5.63	> 5.73	Approachability	5.74	> 5.85	General Satisfaction	5.87	>5.96
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Join the Positive Education Schools Association (PESA) and Victoria network.	<ul style="list-style-type: none"> Liaise with and visit schools that have implemented a PE framework. 	<ul style="list-style-type: none"> - PALT, Joel & Mark 	Ongoing	<ul style="list-style-type: none"> - Information is distributed and implemented in classrooms. 													

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PRODUCTIVITY																							
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<p>Build a whole school culture that seeks to inform, invites participation and feedback from the community, and celebrates and promotes its successes.</p> <p>Build the capacity of all staff and leaders to develop and implement strategies for transformation.</p>	<p>Introduce a new reporting format based on feedback from the community.</p> <p>Investigate and undertake a variety of community forums and projects to engage parents in the learning programs within the school.</p>	<ul style="list-style-type: none"> A committee will be developed to design a new reporting format. Community consultation will take place on the format. Offer coffee and chat forums with principal class and other staff to inform parents. Review and improve the parent helpers presentations for classrooms. Investigate the possibility of an information night where different areas of the school curriculum are explained to parents. 	<p>- Brian, reporting team, staff and community.</p> <p>- PALT, Leadership team and all staff.</p>	<p>Term 2</p> <p>Ongoing</p>	<p>- Collection of feedback from parents and staff.</p> <p>- Design of new report format – Draft 1</p> <p>- To improve in the areas of School Improvement, Approachability and General Satisfaction in the Parent Opinion Survey by:</p> <p>Undertaking forums.</p> <p>- Surveying parents on survey monkey after event and receiving feedback on usefulness.</p> <p>- Comparing indicators from the Parent Opinion Survey 2015/2016.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Factor Name</th> <th style="width: 35%;">2015</th> <th style="width: 35%;">2016 Target</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>5.63</td> <td>> 5.73</td> </tr> <tr> <td>Approachability</td> <td>5.74</td> <td>> 5.85</td> </tr> <tr> <td>General Satisfaction</td> <td>5.87</td> <td>>5.96</td> </tr> </tbody> </table>	Factor Name	2015	2016 Target	School Improvement	5.63	> 5.73	Approachability	5.74	> 5.85	General Satisfaction	5.87	>5.96						
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	Develop a leadership-mentoring program within the school and with other local schools.	<ul style="list-style-type: none"> Selected staff will be invited to attend the 'Leaders in the Making' course at Bastow. A leadership-shadowing program will be initiated to develop young leaders. Provide greater opportunities for leadership across the school. 	Leadership team, all staff.	Ongoing.	<ul style="list-style-type: none"> - Raised awareness, willingness to step up. - Communication between PALT leader and 2IC.
	Implement the use of a digital management program.	<ul style="list-style-type: none"> Continue to implement Compass across the school community. 	Brian/administration	Ongoing	<ul style="list-style-type: none"> - Survey monkey of parents to be conducted to identify the strengths and weaknesses of implementation. Use gathered data to inform future direction.
	Use innovative strategies to promote TPPS to the wider community and pre-schools.	<ul style="list-style-type: none"> Create a Young Einstein's Science program for Kinder age students run by the Science teacher. Publish new TPPS promotional brochure. Launch new website with a focus on informing community about current events. Set up visits by the Music and Art teacher to visit local pre-schools. Utilise advertising boards, newspapers, magazines to advertise upcoming events at TPPS. 			<ul style="list-style-type: none"> - Feedback from Pre-schools and wider school community.

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
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