

2016 Annual Implementation Plan: for Improving Student Outcomes

Lakes Entrance Primary School

2016

Based on Strategic Plan 2016 - 2019

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

Initiatives Rationale:	
Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.	
Data analysis through the school review and self-evaluation last year, highlighted that Excellence in Teaching and Learning is the priority area in most need of improvement. Improvement in this priority that will have a direct impact on student outcomes.	
Key Improvement Strategies (KIS)	
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> Lakes Entrance Primary School will have a documented, comprehensive curriculum that enables whole school consistent practice, driven by curriculum leaders through professional learning teams Develop a whole school approach to the use of data and evidence, based on an accurate assessment of each student in order to track progress and inform planning and learning through regular moderation and planning within teams Use of external coaching for curriculum days, peer observations and liaison with school leaders to continue to drive teacher improvement
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> School values embedded into everyday practice for students, staff and the community To ensure that the wellbeing support framework caters for identified individual student needs Embed school values into everyday practice for students, staff and the community Ensure that the wellbeing support framework caters for identified individual student needs

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve learning outcomes, in all areas, for all students, in particular Literacy and Numeracy with an emphasis on Reading and Number.		Targets	<ul style="list-style-type: none"> 90% of students achieving a learning growth of one year or above their previous assessment report in AUSVELS literacy and numeracy as assessed through teacher judgments and VCAA and online interviews. 	
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
Lakes Entrance Primary School will have a curriculum that enables whole school consistent practice in literacy, driven by curriculum leaders through professional learning teams	<ul style="list-style-type: none"> Examine current practice for the teaching of Spelling as a successful model and how this impacts on Writing results Review early years literacy programs, assessment and interventions Improve teacher confidence in understanding, planning and assessing Vic Curriuclum through moderation practices Develop agreed whole school approach to intervention/extension programs to cater for student needs in reading 	<ul style="list-style-type: none"> Professional learning timetable implemented to support curriculum implementation and enhance teaching expertise. Collaborative team planning devised through Specialist / APT timetable. 	Principal. School Council endorsement. All teaching staff. Mathematics / Science Specialists Facilitator/s /coaches.	Tems 1–4 2016	<ul style="list-style-type: none"> Record of aligned PD that has been planned and coordinated by Curriculum teams, with representation from across the school. Curriculum teams will ensure consistency between planning and teaching through, classroom observations, meetings. Weekly planners inform explicit teaching and learning. Collaborative team planning devised through APT timetable. Published whole school approach to reading
Develop a whole school approach to the use of data and evidence, based on an accurate assessment of each student to track progress and inform planning and learning through regular moderation and planning within teams	<ul style="list-style-type: none"> Attend PD for new online assessment portal Develop an effective and ongoing assessment schedule Use a student management system (to record and track student progress Review and develop Individual Learning Improvement Plans, Individual Education Plans (for indigenous and Out of home care students) and student learning goals 	<ul style="list-style-type: none"> Professionally learning for the new online assessment portal as part of the department trial. Leaders will review and refine assessment schedule Implementation of effective changes to recording or data to inform teaching. Establish protocols and expectations for all staff Individual Learning Plans developed for Koorie students and students at risk Individual goal setting in literacy and numeracy for all students. Investigate extension and support programs eg, Multilit Senral used by all staff 	All Education Support staff.		<ul style="list-style-type: none"> Student assessment of, as and for learning evidenced, tracked, discussed and actioned through professional learning Evidence in staff PDP's
Use of external coaching for curriculum days and peer observations and liaise with school leaders to continue to drive teacher improvement	<ul style="list-style-type: none"> Build staff capacity agreed approach to Reading, Numeracy and Science Implementing a structure to enable staff to undertake regular, effective Peer Observations Examine current PLT and staff meeting structures to develop a professional development focus 	<ul style="list-style-type: none"> Approved curriculum days aligned to strategic intent and student achievement goals. Leadership to establish observation process Mathematics and Science initiative staffed, timetabled and implemented. Staff PDP's reflects strategic intent implemented, for example: student writing, number fluency, feedback. 			<ul style="list-style-type: none"> Targeted and staged teaching strategies trialed and implemented. Literacy initiatives implemented consistently across all classrooms. Professional learning timetable implemented to support curriculum implementation and enhance teaching expertise. Observational rounds timetable for literacy and numeracy

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ENGAGEMENT					
Goals	To improve student and parent engagement in their learning	Targets	<ul style="list-style-type: none"> Teacher judgement of students expected AusVELS personal and Interpersonal development level at or above 90%. 		
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 effective strategies to improve student attendance with an emphasis on lateness and unexplained absence	<ul style="list-style-type: none"> Conduct an audit of absence and punctuality data and review current practice Develop an attendance punctuality strategy plan Monitor transient students and develop an action plan to support students with long absences, poor punctuality or students who enrol during the year 	<ul style="list-style-type: none"> School and classroom practice, programs and protocols are documented, enacted and communicated in support of student and family wellbeing. Draw upon outside agencies where appropriate. 	Principal. School Council endorsement. All teaching staff. Mathematics / Science Specialists	Terms 1–4 2016	<ul style="list-style-type: none"> Improved punctuality, and reduced unexplained absence leading to increased overall student attendance in 2016 using 2015 data as a comparison Support structures in place of students with long absences
Build community partnerships across the school	<ul style="list-style-type: none"> Build relationships and programs for parents as partners in the learning process Celebrate learning with parents student at assemblies and special events Re-establish a Lakes Entrance Primary School Parent Club and provide opportunities for parent forums on an informal and formal basis Encourage parent involvement in classrooms, Review extra-curricular programs with the possibility of an instrumental program 	<ul style="list-style-type: none"> Parental participation and home school communications provide the basis for promoting teaching and learning involvement. Surveys completed and reported to staff, Council and the broader community through information session/s. Develop choir and special instrumental interest groups Conduct regular classroom observations internally and externally. Develop our open classroom policies and communication with parents through newsletters and regular contact 	Facilitator/s /coaches. All Education Support staff.		<ul style="list-style-type: none"> Parental participation and attendance monitored. Improved parent engagement/involvement in the School. Greater attendance at social events and greater assistance in the classrooms Increased attendance by parents and community members for all events Regular performances at various events eg, Assembly, published in local newspaper / newsletter Ongoing positive feedback from parents in surveys eg Transition survey, Parent Opinion Survey.
Enhance student transitions throughout stages of their schooling from Kindergarten to Prep, and Grade Six to Year Seven at Secondary College	<ul style="list-style-type: none"> Extend and deepen community partnerships with the local schools and Secondary College, Lions Club, Smith family and community support organisations Review transition practices from Kindergarten to Foundation by expanding opportunities for programs throughout the year 	<ul style="list-style-type: none"> Survey current Prep parents to gain feedback on current transition process Liaise with Kinder to continue to fun additional support programs eg Music Review Headstart program to refine transition process throughout the school and with the local secondary college Continue to engage with local community groups for support eg, Breakfast club, Mentoring 			<ul style="list-style-type: none"> Parental participation and attendance monitored. Extra Curricula partnerships and activities maintained and monitored. As part of the connection to the local Secondary College Survey results






Annual Implementation Plan: for Improving Student Outcomes

WELLBEING																	
Goals	<p>[insert from SSP]</p> <p>To improve student wellbeing outcomes for all students</p>	Targets	<p>[insert from SSP]</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Student wellbeing data (ATSS)</td> <td style="text-align: center;">2015</td> <td style="text-align: center;">2019</td> </tr> <tr> <td style="text-align: left;">Student morale</td> <td style="text-align: center;">5.24</td> <td style="text-align: center;">5.55</td> </tr> <tr> <td style="text-align: left;">Student distress</td> <td style="text-align: center;">5.49</td> <td style="text-align: center;">5.60</td> </tr> <tr> <td style="text-align: left;">Student safety</td> <td style="text-align: center;">4.05</td> <td style="text-align: center;">4.20</td> </tr> </table>			Student wellbeing data (ATSS)	2015	2019	Student morale	5.24	5.55	Student distress	5.49	5.60	Student safety	4.05	4.20
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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												
<p>Embed school values into everyday practice for students, staff and the community</p>	<ul style="list-style-type: none"> • Celebrate the achievements of Lakes Entrance Primary School in the provision of a range of programs to support students' health, safety and wellbeing. • Expand the school values of mutual respect, success, persistence and belonging with expected behaviours to make them more identifiable • Continue and expand wellbeing support in the form of clothing, food, and advice to parents and families • Evaluate and review the design of the Buddy Program with the potential for change implementation to year 5 and prep in 2016 • 	<ul style="list-style-type: none"> • Positive home school relationships and communications provide the basis for promoting respectful relationships. • SWPB program to develop an agreed set of expectations based on school values • Food Bank to fully fund and support our breakfast program. • Better Buddy awards for students across the school 	<p>Principal.</p> <p>School Council endorsement.</p> <p>All teaching staff.</p> <p>Mathematics / Science Specialists</p> <p>Facilitator/s /coaches.</p> <p>All Education Support staff.</p>	<p>Terms 1 – 4 2016</p>	<ul style="list-style-type: none"> • Established a student engagement and management program which focuses on focusing on the students developing positive behaviours. • Survey parents and students shows results about the state benchmarks. • Evaluation of Buddy Program 												
<p>Ensure that the wellbeing support framework caters for identified individual student needs</p>	<ul style="list-style-type: none"> • Implement School Wide Positive Behaviour (SWPB) Program in conjunction with the local Secondary College • Formalise Student Welfare Coordinator Role in school to promote SWPB and support staff in developing individualised process for students. • Develop and implement the use of a flow chart of agencies who can support the wellbeing and build knowledge of relevant agencies which can be accessed to support students and families. • Investigate social skills programs to incorporate into SWPB approach. • Review current system for tracking and monitoring wellbeing issues for students and families 	<ul style="list-style-type: none"> • Principal ensures resource allocations reflective and supportive of student wellbeing goals. • Student Services (Speech / Educational/ other) human resources and expertise are aligned and communicated with family and student point of need through timetabled meetings. 			<ul style="list-style-type: none"> • A range of school based programs to maximise the wellbeing of students have been established and are supporting students • Flow Chart of agencies • Individual Learning Plans 												

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PRODUCTIVITY						
Goals	To optimise the school's available resources that align with School Strategic Plan.	Targets	The school has an established performance and development culture with clearly identified roles , professional learning goals and supports for all staff. That the school has established workforce planning and program budgets aligned with SSP goals.			
KIS	ACTIONS: what the school will do	12 month 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
Embed high level accountability practices for human and resource management	<ul style="list-style-type: none"> Streamline Performance and Development Plans to align with the new Strategic Plan Conduct an audit of current school teaching and learning resources Investigate options and develop plans for the use of school as community resource 	<ul style="list-style-type: none"> Staff include key areas of AIP in their individual performance plans Audit current resources and purchase new materials to meet the needs of the school eg, library SRP and Indicative Budget allocations reflective and supportive of student wellbeing goals. Smith Family Research 	<ul style="list-style-type: none"> Principal. School Council endorsement. All teaching staff. Mathematics / Science Specialists 	<ul style="list-style-type: none"> Principal. School Council endorsement. All teaching staff. Mathematics / Science Specialists 	Terms 1–4 2016	<ul style="list-style-type: none"> Robust performance and development culture to ensure accountability and increased performance aligned with roles and responsibilities. Staff PDP Plans Results of Smith Family Research
Build leadership capacity	<ul style="list-style-type: none"> Review the leadership structure and clearly define staff roles and responsibilities, aligned with the level of responsibility Develop structures to support leadership capacity to enable the building of professional learning teams to examine assessment, agreed learning and teaching practice, curriculum and reporting 	<ul style="list-style-type: none"> Attendance at Network, Cluster, broader educational and active community partnerships with a view to build collegiate and community minded culture. Develop a leadership team with clear accountabilities and areas of responsibility 	<ul style="list-style-type: none"> Facilitator/s /coaches. All Education Support staff. 	<ul style="list-style-type: none"> Facilitator/s /coaches. All Education Support staff. 		<ul style="list-style-type: none"> Leadership structure is effectively and efficiently guiding best practice in literacy. Roles and Responsibilities defined and published
Build professional capability of all staff	<ul style="list-style-type: none"> Seek and provide professional learning opportunities that will meet the needs of the literacy initiative Development of a performance and development culture and align PDPs with role clarity and strategic plan initiatives aligned with the level of responsibility. Implement workforce planning strategies and program budget strategies to ensure they are aligned with key goals from schools strategic plan. Ensure that learning spaces are purposeful and well organised to maximise learning opportunities. 	<ul style="list-style-type: none"> Professional learning timetable implemented to support curriculum implementation and enhance teaching expertise. Principal review teacher PDP 				<ul style="list-style-type: none"> Consistent lesson structure across the school. All staff using common terminology Regular peer observation and all staff actively seeking feedback from classrooms observations. Staff meetings provide an open and supportive environment to share and provide constructive feedback.

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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WELLBEING						
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