# 2016 Annual Implementation Plan: for Improving Student Outcomes

## No 2708

## FORREST PRIMARY SCHOOL & EARLY YEARS CENTRE



### Based on Strategic Plan 2015 - 2018

## Endorsements

| | |
|---|---|
| Endorsement by School Principal | Signed…………………………………….<br><br>Name……DARRYL HARTY<br><br>Date…………………21/03/2016…… |
| Endorsement by School Council | Signed…………………………………….<br><br>Name……KIM COULTER<br><br>Date……………21/03/2016… |
| Endorsement by Senior Advisor | Signed…………          …………………………….<br><br>Name………ALAN DAVIS<br><br>Date……07/03/16………………………………… |

**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: |
|---|
| 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. |
| **Forrest PS will access the services of Leslie Tulloch "Room 21" to assist in the review of the school's current English Scope & Sequence and in the development of a revised Scope & Sequence for English ensuring it is in alignment with The new Victorian Curriculum F – 10 initiative. It is planned the school staff will link another or other schools who have a similar focus. School data (Naplan) indicates needed improvement in Year 5 Grammar & Punctuation and Spelling areas i.e maintaining the percentage of students performing above the expected AUSVELS levels from 25-50% to 60% in these two domains.** |

| 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 |
|---|---|
| **Review & Develop Scope & Sequence for English – alignment with New Victorian Curriculum** | • Build teacher capacity to improve student learning outcomes through embedded professional learning utilising internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback.<br>• Build teacher relationships having professional conversations around best practice and implementing the new Victorian Curriculum. |

## ACHIEVEMENT

| Goals | To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly writing and spelling and all strands of mathematics. | Targets | |
|---|---|---|---|

**Increasing the percentage of students performing above the expected AusVELS levels:**

**Reading:**  Improve the 2014 achievement of   45% to 55% by 2018.

**Writing :**  Improve the 2014 achievement of

40% to 50% by 2018.

**Number:**  Improve the 2014 achievement of

55% to 65% by 2018.

**Measurement Geometry:**

Improve the 2014 achievement of   50% to 60% by 2018.

**Statistics and Probability:**

Improve the 2014 achievement of  35% to 50% by 2018.

**Maintaining the percentage of students achieving in the top two NAPLAN bands in years 3&5, in all domains:** equal to or greater than 60%.

**English Online Interview:**

Improve F-2 Student achievement from 2014-2018:

Year 2 achievements in **Reading:**

- 40% Achieving 'Towards Level 3'

Year 2 achievements in **Speaking & Listening**

- 40% Achieving 'Towards Level 3'

**Ensure Acer PAT End of year SCALE Scores :**

**>75% of students performing above the Norm Referenced Median by Year level**

| PAT Comprehension Median Scores | | |
|---|---|---|
| Year | Norm Referenced<br><br>Median | % above median<br><br>(End of 2014) |
| 2 | 103 | 75% |
| 3 | 112 | 80% |
| 4 | 120 | 75% |
| 5 | 126 | 100% |
| 6 | 129 | 71% |
| PAT Vocabulary Median Scores | | |
| Year | Norm Referenced | % above median |
| 2 | 107 | n/a |
| 3 | 107 | n/a |

| | | |
|---|---|---|
| 4 | 112 | n/a |
| 5 | 118 | 57% |
| 6 | 125 | 43% |

**PAT Grammar and Punctuation Median Scores**

| Year | Norm Referenced | % above median |
|---|---|---|
| 2 | | |
| 3 | 115 | 75% |
| 4 | 123 | 67% |
| 5 | 128 | 100% |
| 6 | 131 | 71% |

**PAT Maths Median Scores**

| Year | Norm Referenced | % above median |
|---|---|---|
| 2 | 34 | 86% |
| 3 | 48 | 40% |
| 4 | 54 | 75% |
| 5 | 60 | 75% |
| 6 | 63 | 71% |

**12 month targets**

**Increasing the percentage of students performing above the expected AusVELS levels:**

**Reading:** to 50%.
**Writing :** to 40%
**Number:** **to 50%**
**Measurement Geometry:** to 50%
**Statistics and Probability:** to 45% by 2018.
**Maintaining the percentage of students achieving in the top two NAPLAN bands in years 3&5,**
**in all domains:** equal to or greater than 60% with a focus on Grammar & Punctuation & Spelling.
**English Online Interview:**
Improve F-2 Student achievement from 2014-2018:
Year 2 achievements in **Reading:**
  * 30% Achieving 'Towards Level 3'
Year 2 achievements in **Speaking & Listening**
  * 20% Achieving 'Towards Level 3'
**Ensure Acer PAT End of year SCALE Scores :**
>75% of students performing above the Norm Referenced Median by Year level

| 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 improve student learning outcomes through | • Review Plan and document a weekly PLT program.<br>• Identify and adopt coaches for specific | Prepare 2016 PLT Program document.<br><br>Adopt coaching plan within and/or outside school | Darryl | April | • PLT program documented at the beginning of each term.<br>• Teachers use findings from coaching plan in teaching practice. |

| | | | | | |
|---|---|---|---|---|---|
| embedded professional learning utilising internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback. | curriculum areas.  . | identified in staff PD plans ($4200) | | | |
| | • Build upon established relationships with regional schools to schedule shared PLT over the school year.<br>• Utilisation of technology to improve time efficiency for PLT. | Approach CARS schools to develop 2016 PLT plan using video conferencing and two tiered class structure format. | Darryl | March | • At least 1 PLT completed with external schools in terms 2,3,4. |
| | • Whole school planning and Integration of the Primary Connections literacy based Science Program into the wider curriculum. | Trial agreed Integrated Curriculum with science included into program | Kaz | Term 1 / 2 | • Classroom Teachers are delivering Science Programs independently and integrating it across the wider curriculum. |
| | • Evaluate best practice for peer reviews and modify processes to accommodate new knowledge / skills. | Conduct and review Peer Review Process | Darryl, Kaz, Craig | Term 2 & 4 | • Complete best practice evaluation of peer reviews and complete at least two review in each classroom based on best practice. |
| Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a personalised curriculum that supports and adds value to the learning of every student. | • Adopt whole school IT based strategies to better manage student learning<br>• Develop a whole of School IT strategy for 1:1 student use<br>• Research best practice software / processes / systems for managing learning data.  With particular focus on the acquisition of a learning management system that serves to manage curriculum planning, materials / resources, assessment, student data analysis and reporting. .<br>• Develop and implement a strategy for storing and accessing technology based learning resources at FPS.<br>• Develop a common platform for curriculum / planning documentation.<br>• Complete whole of school curriculum documentation for numeracy and writing.<br>• Review whole of school curriculum for Reading / Speaking and listening, and make changes based on best practice. | Purchase, review and trial Curriculum Organiser ($1200)<br><br>Document current practice<br><br>Trial Office 365 as an LMS ($ 1000)<br><br>Conduct a literature review of best practice in IT<br><br>Review current and modify accordingly.<br><br>Document current and review | Craig | Semester 1 | • 2016 PD Plan established and PD complete.  Pedagogies modified to reflect new knowledge / skills.<br>• Whole IT strategy complete and implementation of year 1.<br>• Complete an evaluation of reviews / literature of best practice software / processes / systems for managing learning data.<br>• Documented strategy for storing and accessing technology based resources implemented.<br>• Documented and implemented curriculum and planning processes.<br>• Numeracy and Writing documentation complete.<br>• Documentation of revised Reading, Speaking and Listening and Reading documentation complete. |

# Annual Implementation Plan: for Improving Student Outcomes

| ENGAGEMENT | | | | |
|---|---|---|---|---|
| **Goals** | To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement. | **Targets** | **Based on 2014 benchmarks improve or sustain Attitudes to School survey means for Teaching and Learning variables:**<br><br>• Increase the 'Stimulating Learning' Variable from the 2nd to the 3rd /4th quartile or above by 2018.<br><br>• Maintain or increase the 'Student Morale' variable from the 3rd to the 4th quartile by 2018.<br><br>**Benchmark in 2015 a school developed survey F-6 in student perception of their engagement in their learning.** | |

| | | | Improve over the period of the Strategic Plan. |
|---|---|---|---|

**Improved attendance rates for unexplained absences per student to:**

- Below 9.5 days in 2015
- Below 9.0 days in 2016
- Below 8.5 days in 2017
- Below 8.0 days in 2018

| **12 month targets** | Achieve Stimulating Learning & Student Morale variable results in the 4th quartile (Attitudes to School Survey) <br> Improve My Keys to Success & Happiness Survey results for all students for Questions 1,2 & 3 (student engagement) from 2.09 to 2.5. <br> Improve attendance rates for unexplained absences to below 6 days per student. |
|---|---|

| 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 opportunities for increased student voice and ownership of their own learning. | • Document processes for advanced students to engage in negotiated self-paced learning. Continue implementation <br><br> • Document and implement processes for students to record and own all of their own learning data. | Document and trial negotiated self-paced Maths program across Gr. 3 – 6. <br><br><br> Introduce electronic Markbook to track student individual progress – Gr 3 – 6 students. | Craig <br><br><br><br> Craig | Term 1 <br><br><br><br> Term 2 | • Student School Council operational. <br> • Processes documented for Student lead / negotiated self-paced learning. <br> • Students are recording, reflecting on and presenting their own learning data. <br> • Students are setting their own learning goals based on agreed criteria. |
| | • Document processes for displaying student learning achievements graphically inside the school's learning environments. <br> • Investigate and implement a range of methods for students to display their learning. | Document and trial 3 different methods of displaying student work in the Gr F – 2 classroom. | Kaz | Term 4 | • Student Learning achievements displayed using 2/3 different methods. |
| Embed the use of e-learning across and between all learning levels using both existing and new technologies. | • Implement Technology based learning strategies in response to evidence based best practice <br> • Use technology to provide more opportunities for students to engage in collaborative learning / sharing. <br> • Implement best practice technologies that provide opportunities for students to engage in collaborative learning / sharing both inside and outside FPS. | Develop, document and trial eLearning plan across Gr F – 6 (whole school). <br><br><br> eLearning Plan included in PLT program – 4 times throughout year. | Craig <br><br><br><br> Craig | Term 3 <br><br><br><br> Termly | • Complete the implementation of the e-Learning plan. <br><br> • Internal PLT's completed to discuss and review the success of the e-learning plan. |
| Fully utilise the resources available in the school environment and broader school community to further engage students in authentic learning experiences. | • Plan and Implement the 2016 Term 3 collaborative project <br> • Strategically plan for community member (local expertise) involvement when developing Units of Work. <br> • Develop & Implement Year 2 of the School based community garden program. <br> • Embed a variety of means for students to celebrate and demonstrate student learning. <br> • Embed a classroom helper program in the P-2 Class | Plan and conduct for Visual Arts Exhibition ($1800). <br><br> Involve community members (e.g. Forrest Mens Shed Group) in developing Integrated Studies Units of work for 2016 ($500). <br> Complete stage 1 of School Kitchen Garden Project (SKGP) and report to School Council. <br><br> Continue to use a variety of ways for students to celebrate – assembly, newsletters, local print rich environment. <br><br> Review and provide recommendations for Classroom Helpers Program | Darryl <br><br> Darryl <br><br><br> Craig <br><br><br> Darryl <br><br><br> Kaz | Term 3 <br><br> Term 1 <br><br><br> September <br><br><br> October <br><br><br> June | • Term 3 community Arts Project implemented. <br><br> • Acknowledgement in Integrated Studies Units of Works document of community members involvement. <br><br> • Report Stage 1 of SKGP completed utilising community expertise input. <br><br> • Student learning data evident in a variety of mediums as listed. <br><br> • Survey of classroom helpers (feedback/anecdotal) operating in the P-2 classroom. |

# Annual Implementation Plan: for Improving Student Outcomes

**WELLBEING**

<table>
<tr><td rowspan="2"><b>Goals</b></td><td rowspan="2">To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.</td><td><b>Targets</b></td><td><b>Based on 2014 benchmarks improve or sustain staff opinion survey in the areas of:</b><br>• parent and community involvement (603)<br>• shielding and buffering (599).<br><b>Based on 2014 benchmarks improve or sustain parent survey variable means scores in the 4<sup>th</sup> quartile of:</b><br>• peer connectedness (6.12)<br>• student safety (6.10)<br>• classroom behaviour (5.29)<br><b>Based on 2014 benchmarks improve the combined years 5 and 6 Attitudes to School Survey variable means scores into the 3<sup>rd</sup> or 4<sup>th</sup> quartiles of:</b><br>• Peer connectedness (48%)<br>• Classroom behaviour (37%)</td></tr>
<tr><td><b>12 month targets</b></td><td><b>Sustain staff opinion survey variable mean scores in the 4<sup>th</sup> quartile of:</b><br>• parent and community involvement<br>• shielding and buffering<br><b>Sustain parent survey variable means scores in the 4<sup>th</sup> quartile of:</b><br>• peer connectedness)<br>• student safety<br>• classroom behaviour<br><b>Improve the combined years 5 and 6 Attitudes to School Survey variable means scores into the 3<sup>rd</sup> quartiles of:</b><br>• Peer connectedness<br>• Classroom behaviour</td></tr>
</table>

| KIS | ACTIONS:<br>what the school will do | HOW<br>the school will do it<br>(including financial and human resources) | WHO<br>has responsibility | WHEN<br>timeframe for completion | SUCCESS CRITERIA:<br>Markers of success reflecting observable changes in practice, behaviour, and measures of progress |
|---|---|---|---|---|---|
| Review and refine current school programs and processes designed to enhance student wellbeing. | • Revise the Welfare Policy<br>• Deliver Year 2 of the Program Achieve program<br>• Embed / Review programs & processes for the Wellbeing Worker<br>• Apply for the second two years of funding for the Wellbeing Worker. | Present revised Welfare Policy to school council for consideration and adoption.<br><br>Complete a program/processes document for Wellbeing Worker in consultation with Alvie school and Your Dream. Review Wellbeing program and complete application for second two years funding in consultation with Alvie school. | Darryl<br><br><br>Darryl | Throughout Year<br><br>May | • Welfare Policy documentation complete and procedural documentation relayed / discussed during PLT's.<br>• Program Achieve schedule complete and Year 2 implemented<br>• Documented Wellbeing Worker Program.<br>• Wellbeing Worker funding application complete. |
| Further develop the positive relationships and communication strategies to enhance both home/school partnerships and those with the local and global community | • Use and embed technologies to better share learning data with parents | Review the current reporting platform e.g. Quick Vic. Investigate Accelerus | Craig & Kaz | July | • Reporting Platform agreed upon and installed, including training for staff. |
| Further build student voice to enhance individual student self-acceptance and resilience. | • Research opportunities for students to acquire / refine their social / emotional skills outside the school setting. – Positive Education.<br>• Program Achieve Year 2 implemented | Investigate and find examples of Positive Education in SWV schools. Provide a draft PEP in PAP for SC consideration.<br><br>PA Year 2 conducted in both classes. | Darryl<br><br><br>Craig & Kaz | Semester 2<br><br><br>Feb - Dec | • Trial Positive Education Principles in Program Achieve Program.<br><br><br>• Survey staff and school council on the Program Achieve Program with visual evidence of program's success shared within the community. |
| | • Implement the whole of school implementation strategy for students deemed 'At Risk.' | Document current and review | Darryl | Semester 2 | • Documented Student ' At Risk' strategy implemented |

## PRODUCTIVITY

| Goals | To optimise the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students. | Targets | **Maintain the Staff Opinion Survey in the 67<sup>th</sup> percentile block in the area of:** |
|---|---|---|---|

| | | **Targets** | **Maintain the Staff Opinion Survey in the 67th percentile block in the area of:**<br>• School Level support component (643)<br>**Maintain the 2014 Parent Opinion Survey mean scores in the areas of:**<br>• School improvement (5.88)<br>• General satisfaction (6.5)<br>**Improvement in student achievement data** (refer student achievement targets above).<br><br>• Establish domain based surveys on effective use of resources.<br><br>**Ensure an effective Program Budget is in place.**<br><br>Develop a School council survey which identifies:　　(1) the how well the budget has been met<br><br>　　(2) How effective the budget was on achieving positive outcomes for students. |
|---|---|---|---|
| | | **12 month targets** | **Maintain the Staff Opinion Survey in the 75th percentile block in the area of:**<br>• School Level support component<br>**Maintain the 2014 Parent Opinion Survey mean scores in the areas of:**<br>• School improvement<br>• General satisfaction<br>**Improvement in student achievement data** (refer student achievement targets above).<br><br>• Develop for SC a domain based survey on effective use of resources. |

| KIS | ACTIONS:<br>what the school will do | HOW<br>the school will do it<br>(including financial and human resources) | WHO<br>has responsibility | WHEN<br>timeframe for completion | SUCCESS CRITERIA:<br>Markers of success reflecting observable changes in practice, behaviour, and measures of progress |
|---|---|---|---|---|---|
| Manage and align resource allocation according to school goals and priorities and identified student needs. | • Document the Induction Process for new staff members<br>• Develop a program to maximise the usage of the Wellbeing Worker to meet FPS strategic goals.<br><br>• Schedule a review of school policies (cyclic). | Complete and trial revised Induction Process.<br><br>Complete a program/processes document for Wellbeing worker in consultation with Alvie school and Your Dream. Review Wellbeing program and complete application for second two years funding in consultation with Alvie school.<br>Develop an agreed policy review process for Forrest PS & EYC with school council. | Darryl<br><br><br>Darryl<br><br><br><br>Darryl | December<br><br><br>May<br><br><br><br>October | • Documented all staff completed Induction Program<br><br>• Documented Wellbeing Worker Program.<br><br><br>• Documentation completed school policy review and endorsement of revised policies. |

# 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** | |
| Adopt whole school IT based strategies to better manage student learning | 🟡 | Implemented Office 365 as school LMS using Share point, collaboration in One Note especially in Science, student portfolios on One Note. | | | $2200 |
| Research best practice software / processes / systems for managing learning data. With particular focus on the acquisition of a learning management system that serves to manage curriculum planning, materials / resources, assessment, student data analysis and reporting. . | 🟡 | Purchased and trialling Curriculum Organiser following all staff PD, with use to develop planning documents and units of work. | | | |
| Develop and implement a strategy for storing and accessing technology based learning resources at FPS. | | | | | |
| Develop a common platform for curriculum / planning documentation. | | | | | |
| Identify and adopt coaches for specific curriculum areas. | 🟡 | Planning within school identifying curriculum focus i.e. literacy – writing/spelling/grammar. Develop a community of practice with network schools. Identify needs and coach to address needs. | | | $0 |

## 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** | |
| | | | | | |