2016 Annual Implementation Plan: for Improving Student Outcomes

Roxburgh Homestead Primary School 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed……………………………………. Name……Barb Adam……………………………………. Date…………21/03/2016………………………………
Endorsement by School Council	Signed……………………………………. Name Ali Sahin…… Date…………21/03/2016………………………………
Endorsement by Senior Advisor	Signed……………………………………. Name Jonathan Lowe……………………………………. Date………………………………………

- 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.

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

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

Summary page: the school's priorities and initiatives

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

Priorities	Initiatives	✓
Excellence in teaching and learning	Building practice excellence	√
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	√
	Setting expectations and revisiting whole school values	
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.

Based upon current NAPLAN and School survey data. The initiatives will also support and strengthen the strategic plan goals and targets.

We are a multicultural school in the highest category of English as Additional Language (EAL) schools with around 38% funded through this category. The culturally and linguistically diverse nature of the school community continues to be represented through 29 different cultures with the majority of students coming from Turkish and Arabic backgrounds. In the previous few years we have seen an influx of Indian and Sri Lankan families and more recently refugee and asylum seeker families from Iran and Iraq.

Our 2015 NAPLAN results indicate that we are still below similar schools for Grade 3 and 5 Reading. We aim to lift these results through consistent adoption of teaching models and assessment. As well as through implementing a comprehensive feedback cycle for both teachers and students. We aim for all students to have one year's growth and this would equate to 21 growth points in Reading in Year 3 and 24 growth points in Reading in Year 5.

Our Parent survey results in 2015 demonstrated our parent satisfaction and Staff satisfaction results have decreased over the previous 12 months. 2015 saw our absenteeism rates remain high. After analysing feedback both from staff audits and parents, we concluded that we needed to revisit and re-establish a positive climate for learning within the school and as part of a whole school mind frame.

The decision to appoint a Positive Climate for Learning Leader means that we will have a resource person to analyse, drive and action the data that we have been collecting in relation to engagement and well-being as well as support staff in building relationships with parents through various organised activities and work with students and staff in relation to self-assessment and reflection. Thus increasing student engagement and connectedness to school. We aim to increase our parent and staff survey results by 10%. We are aiming to improve our Student survey results by 10% and decrease our absentee data by 10%.

We plan to use our equity funding for the creation of a Positive Climate for Learning Leader to drive our FISO initiatives for a Positive Climate for learning. We will also use the equity funding to support our staff with professional development in relation to consistent adoption of teaching models, peer observations and strengthening of Literacy and Numeracy data, including the purchase of Pat Reading and Maths assessment so that we can triangulate our data.

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**
Excellence in teaching and learning	• **Consistent adoption of teaching models and assessment** • **Strengthening of literacy and numeracy data.** • **Strengthen and further develop feedback models** • **Align human resources to effectively support learning**
Positive Climate for learning	• **Strengthening student engagement and connectedness to school** • **Providing an Inclusive and supportive school community environment that promotes a culture of inclusion and high expectations for ALL students** • **Timetabling opportunities for students and teachers to have regular opportunities to give feedback around teaching and learning.**

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	To improve student learning growth in literacy and numeracy annually for every student Foundation to Year 6.	Targets	For each student to achieve at least **12 weeks in 10 growth** of learning (as measured by AusVELS) during each school year.
		12 month targets	**2015 NAPLAN Grade 3 students to achieve in 1 year a mean of:** **21 growth points in reading (an increase of 5% to 436)** **21 growth points in writing (an increase of 5% to 441)** **20 growth points in spelling (an increase of 5% to 415)** **21 growth points in grammar and punctuation (an increase of 5% to 437)** **22 growth points in Numeracy (an increase of 5% to 427)** **2015 NAPLAN Grade 5 students to achieve in 1 year a mean of:** **24 growth points in reading (an increase of 5% to 510)** **24 growth points in writing (an increase of 5% to 516)** **25 growth points in spelling (an increase of 5% to 527)** **25 growth points in grammar and punctuation (an increase of 5% to 516)** 24 growth points in numeracy (an increase of 5% to 510)

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
Adoption of Consistent models of teaching and assessment **From 2015 audit, the focus will be on the following Theories of Action:** Learning Intentions Pace and Narrative Good questions Challenging learning tasks	**Common planning structure across Foundation – 6.**	Through PLT meetings and whole school Collaboration Powerful Learning forums	Leadership Team PLT Leaders Teachers	End of 2016	All staff will be able to articulate a clear, consistent statement about our school improvement narrative. All staff will have an understanding of not only what to teach but how we teach. Evidence will include: • Planning documents • School surveys • Classroom observations All staff will be able to demonstrate understanding and use of the 3 theories of action through peer observation, personal reflection, planning documentation and as goals within their PDP for 2016.
	Full implementation of development structures and processes (teacher planning teams, peer observation structure)	Through whole school professional learning and peer observations supported by feedback and coaching	Leadership Team PLT Leaders Teachers	End of 2016	
	Professionally develop staff in using Learning Intentions, narrative and pace, good questioning and challenging tasks	Through whole school professional learning Collaborations,	Leadership Team	End of 2016	
Strengthening of Literacy and Numeracy Data	**Conduct an audit of current Literacy and Numeracy assessment tools and professionally develop new PLT Leaders in how to analyse and interrogate data.**	Leadership, PLT and PLT Leaders meetings	Leadership Team PLT Leaders	End of Term 2	PLT Leaders will lead their year level in the analysis of their cohort data fortnightly.
	Use common assessment measures F – 6.	Through equity funding purchase PAT Reading and PAT Maths to use as a common diagnostic and summative assessment tool.	Leadership Team PLT Leaders	End of 2016	All students will have their Reading and Numeracy results tracked from F – 6. Data will be triangulated with NAPLAN AND Running Records.
		All students from F – 6 will have an independent unseen Fountas and Pinell Running Record to triangulate with Classroom Teacher's unseen Running Record.	Educational Leaders Educational Support Staff	End of 2016	All students will have twice yearly unseen F& P Reading Record by an independent assessor.
Strengthening of Literacy and	Teachers to acknowledge and monitor for at least 1 year learning growth for **every child**	Staff have a clear understanding of 12 months growth (SPA) Consistent planning	Leadership and	End of 2016	PLT feedback is strong and people are collaborating to improve the data

Numeracy Data					
	Students in the top range of the assessment to make at least 1.25 years growth. Develop the staff understanding of data literacy through additional Professional Learning (Data-Wise)	Ensuring PLT leaders have the necessary expertise to lead through ongoing professional learning. Reading Records implemented across all grade levels.	PLT Leaders.		Improvement in Literacy (writing) data and in problem solving performance of students across the school. Purpose of the PLT's, Curriculum Teams, and School Improvement Team is articulated and clear within the School's Narrative.
	Use latest research to improve literacy and numeracy programs.	Professional Reading materials are supplied to all PLT leaders and leadership members which will be supported by ongoing professional learning.	Leadership Team	End of Term 1	Communication lines across and within teams/ groups is clear and known. A whole school approach to the use of data as evidence to inform practice and drive school improvement.
	Further Implementation of consistent Literacy and Numeracy Planners from F -6 with the incorporation of 'Fertile' questions and inquiry.	Staff Professional Development offered in after school workshops Powerful Learning forums	Educational leaders		Improved understanding of data sets. Improved use of triangulation of data to support the next level of for students.
	Use of assessment schedule	Hattie's Meta-Analysis	Educational leaders supporting PLT leaders		
	Introduce inquiry into the curriculum and planning to foster curiosity				Scope and sequence and planning documents reflect inquiry learning.
	Students being able to assess themselves against agreed matrices	Begin to integrate into rich tasks of inquiry using the behaviour matrices			All teachers have consistent reading data to teach reading at point of need for EAL students
				End of Term 1	Improved NAPLAN writing results in Year 3 and 5 writing
	Embed vertical moderation of writing across year levels using 'The Big Write' writing program and the VCOP writing moderation guide.	Through Collaboration introducing "The Big Write" and the VCOP guide and use Collab time for Writing Moderation	Educational Leaders / PLT Leaders/ Teachers		All year levels will have program embedded into Literacy Planning documents Reading Records analysis consistent across school
	Implement and refine our planning resources with AUSvels and EAL Continuum to effectively plan learning experiences at point of need for students for whom English is an Additional Language, Koorie students and students with a disability.	Use of school EAL Matrices. Professional Development in relation to understanding the continuum, planning and reporting against it. Use of SPA to target students in this range.	EAL team	End of 2016	Improved understanding of EAL Continuum and student Progression through the EAL continuum stages and reaching EAL Standards Continuums to support EAL, KELP and Students with a Disability will be established and all eligible students will have regular updated Individual Learning Plans.
	. Continue to develop Oral Language from F -6. Improvement in phonetic and semantic data.	. Use of Colourful Semantics in all classrooms for Oral Language from F -6. Involvement with the OLAP pilot for grade 5 in 2016	Classroom teachers Educational leaders	End of 2016	Improvement in phonetic and semantic data.
	Continue to develop a working relationship with Roxburgh College through Powerful Learning and transition..	Ongoing communication and collaboration between Roxburgh Homestead and Roxburgh College through Powerful Learning forums and year 6/7 transitions.	Leadership Team SIT Team	End of 2016	Better outcomes for students entering Year 7 in Literacy and Numeracy when transitioning.
	Continue to enhance and embed our e-learning program where ICT is used to support higher order thinking, communication	Align the e-Smart Curriculum to our Integrated Units of Work in Team Planning The explicit integration of ICT into Unit Plans	E learning	End of 2016	All teachers will use an effective pedagogical approach to the teaching and planning of ICT

Strengthen and further develop feedback models	(including social media), collaboration, creativity and problem solving Continue to embed E-Smart curriculum and maintain E-Smart status. Update E-Smart policies and processes		Coordinator and team	All staff to have received ongoing Professional Development in relation to E-Smart and all policies updated. Parents and students have also received education in relation to E-Smart
	Continue to enhance student and teachers' knowledge on Mastery through feedback. Teachers to link feedback to student goal setting. Ensure consistent use of student learning behaviour matrices across F -6	Audit current process in relation to type and frequency of student feedback in Collaboration and PLT's. Conversations with students and parents about the purpose of feedback.	All staff	End of 2016	All students from F- 6 will recognise the link between their efforts and their outcomes
	Initiating Peer Observation Schedule for Teachers to enhance their knowledge around the impact of their teaching.	Timetabled times throughout the term using Team Leader release time to support.	Leadership Team PLT Leaders	End of Term 2 2016	Peer Observation cycle established

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals		Targets	
All Roxburgh Homestead Primary School students will be highly connected to school, motivated and engaged in their learning.		**Targets**	Scores on the student Attitudes to School Survey to remain within the effective range (50-75th percentiles) Reduce the P-6 mean absence rate and reduce the range between levels.
		12 month targets	**To improve the Student Attitudes to School survey results in Wellbeing and Student Relationships by 10%** **To improve the Parent Opinion Survey in the measures of student safety, connectedness to peers and social skills by 10%** **Improve the Staff Survey in the areas of teacher collaboration; trust in students and parents, and collective efficacy factors by 10% over the year.** **To decrease lateness and early dismissal numbers by 10% on 2015 Semester 2 figures.**

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
Providing an inclusive and supportive school community environment that promotes a culture of inclusion and high expectations	Refine enrolment process for Refugee and non- English speaking families by office staff and the process clear for the dissemination of information to classroom teachers.	RESP Team to meet and document the process for new enrolments inclusive of new arrival families.	RESP Team	End of Term 2	All teachers (including Specialists) will have an updated list of all EAL students across the school and a copy of previous EAL reports. All new students will have had Literacy and Numeracy screenings completed on enrolment and given to teachers. All new arrival families will have an interview with RESP Team at time of enrolment.
	Students without English will be fully supported in transition.	Full time Multicultural Aide is employed in an ongoing capacity	Leadership Team	End of Term 1	MEA role description documented and MEA is aware of role description and informed of screening times to meet prospective parents.
	Review translation statements for correspondence sent home and incorporate more visuals into information booklets including photos of key personnel.	MEA to write translation statement for all correspondence sent home. Use of translated documents for DET information to parents	RESP Team MEA	End of Term 1	All office correspondence to the school community sent home has verified Translation Statements in Turkish and Arabic.
	Review policies to ensure specific references to Racism/Multiculturalism sit within student engagement policy.	Ratified by School Council	RESP Team School Council	End of Term 2	Engagement policy reviewed and updated
	Continue to increase numbers of participants in Refugee Family Learning Club with con-current Parent English classes.	Wednesdays after school in Library. Informing parents about the club at Initial Family interview with RESP team. MEA is notified of prospective EAL enrolments	MEA and community liaison person from Banksia Gardens.	End of Term 2	Family Learning Club for refugee families continues on Wednesdays after school once a week with Assistant Principal and MEA as Liaison Person.
Timetabling opportunities for students and teachers to receive regular opportunities for feedback	Continue to build the role of students to provide feedback to teachers through classroom surveys Document process in relation to the use and value of Attitude to School Survey	Continue audit current process in relation to type and frequency of teacher feedback in Collaborations and PLT's. Conversations with students and parents about the purpose of feedback at Student Led Conferences	Leadership Team	End of 2016	Analysis and Action initiated through feedback from students Attitude to Survey results and classroom survey data.

	Continue with student leadership programs. Grade 6 students will have a major role Further develop parent forums and information sessions.	Engage Hugh Van Culenburg to work with school community in regard to Building resilience in our staff, students and their families. Resilence Project. Survey of parents Using the education State initiative of creating a Positive climate for Learning	Positive Climate for Learning Leader and grade 6 PLT leader Hugh van Culenburg and PCLLeader		Grade 6 students participated in our 'The Power of One Conference with a focus on our school values .
Strengthening student engagement and connectedness to school	. Absence committee participate in a analysing the student absence and student lateness data and follow student absence protocols to track/monitor, and redesign the classroom curriculum at students ZPD.	Absence Committee meets every 3 weeks Absence data is collected monthly Teachers follow up with parent after three unexplained absences in a row.	Absence committee		Shared understanding of use and value of Attitude to School Survey by all staff Shift in attitude to school survey. Committee meets regularly once a fortnight. Absence rate reduced to a yearly average of 14 days per year per student. Processes for monitoring student absences reviewed

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WELLBEING					
Goals	To improve the mental health and wellbeing of our students. To reduce mental health problems among students	**Targets**	To achieve greater support for those students experiencing mental health problems. To build authentic and positive relationships amongst all stakeholders based on the Roxburgh Homestead Primary School values (Respect Honesty Pride Success).		
		12 month targets	. Decrease the number of children needing to be removed from classrooms aligned with behaviour management process Decrease the number of students on Behaviour Plans. To improve the Classroom Behaviour measure by 10% on the Student Attitudes to School Survey for the 2016 school year. To Improve student wellbeing measure on the Student Attitudes to School Survey by 10% over the 2016 school year. To Improve the Teaching and Learning measure in student survey and parent survey by 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
Providing an inclusive and supportive school community environment that promotes a culture of inclusion through parent partnerships	Develop a consistent and coherent approach to student management across learning teams	Appointing a Positive Climate for Learning Leader Review of behavioural processes and collection of data across the school Consistent use of processes from F - 6	Leadership Team Leadership Team PLT Leaders All staff	Beginning of Term 1 End of Term 1 End of Term 1	Staff, students and parents will have an increased understanding of the value of social, emotional learning and the connection with student outcomes
	Ensuring all students have a clear understanding of the school values and what each value looks like, sounds and feels like at RHPS Build resilience through explicit teaching of our school's values	Introduce the behaviour management process to all teams and track behaviour data All staff to be given PD and the Positive Climate for Learning toolkit to plan and implement values curriculum Weekly Values Education sessions including Circle Time. Assemblies focused on Values Education.	All staff Positive Climate for Learning team All staff PCL team	End of 2016 End of Term 1	Evidence of documentation of a description of behaviours associated with each value. Information collected from family surveys used to inform the development of parent information nights throughout the year
	Meet and Greet Evening to strengthen ties with the community. KidsMatter Parent Reference Group established	Use Meet and Greet evening to share information, strengthen relationships and opening up lines of communication. Invite parents to regularly meet with staff to plan and provide feedback for school improvement.	PCL team PCL team	End of Term 1 End of Term 1	Parents and Teachers will have strengthened relationships and have improved communication processes. Parents will work in partnership with school to improve school facilities and give feedback.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals		Targets	
School budgets support key learning areas.		**Targets**	Strengthen the new leadership team with the necessary skills and expertise to drive the strategic plan. School budgets support key learning areas.
All new and returning staff including part-time will participate in professional learning development to strengthen and develop their professional capacity.		**12 month targets**	Employ a positive Climate for Learning leader to strengthen the Student Welfare aspect of our school. Staff have an awareness of the connection between roles and responsibilities and school targets School budgets support key learning areas. New School Council is knowledgeable and aware of the accepted processes then all financial matters will be in accordance to guidelines

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 human resources to effectively support learning	School budgets are monitored closely	Regular meetings with business manager and reporting to school council	Business Manager, Prin	Fortnightly	Programs are kept within budget
					Programs meet 12 mth targets as outlined within this plan.
	Align resources to key priority areas.	Using the Strategic Plan to align budgets.	Leadership team, Business Manager, Prin and program leaders.	Annually	
					Positive shift in staff satisfaction in staff survey
	All new and returning staff including part-time will participate in professional learning development to strengthen and develop their professional capacity.	Organise support Professional Development for staff at point of need.	Education Leaders	At point of need	Hand over policy document distributed and staff understanding consolidated
	Using data to highlight priority areas of improvement.				Documented process of professional responsibilities for teachers who are taking leave incorporated into handover policy document
	Consolidation of hand over policy for exiting staff.	Weekly planning sessions, PLT meetings, Leadership Meetings, STAR meetings.	All Staff	Weekly	Semester audit of programs to ensure they are not compromised with role sharing and part time staff.
	Provide Coaching to support part time staff who miss professional development sessions due to time fraction.	Organise support Professional Development for staff at point of need.	Leadership	Leadership	Further consultation with students and school community in relation to design and use of indoor and outdoor spaces for learning and wellbeing. Withdrawal areas for support groups utilised
	Build the most effective teams to give maximum coverage across a week.	Ensuring that part time staff and grade share have clear lines of communication and protocol to ensure seamless transitions.	Education Leaders	On going	
	Ensure facilities match the type of learning required for achieving school targets.				
Align human resources to effectively support learning using equity	Employ a positive Climate for Learning leader to strengthen the Student Welfare aspect of our school.	Use equity funding to employ a Positive Climate for Learning Leader for 2016	Principal	End of 2016	Processes and Protocols established to support all students, parents and staff.

funding	Employ Muliti Cultural Aides to give full coverage across a week.	Two aides employed that speak Arabic and Assyrian. A Turkish aide will be employed on a needs basis to support written translations and parent forums.	Principal	End of 2016	Transition for first wave students is supported. Students learning is supported and improved. Teachers are supported in how they present lessons. Parent attendance at school events is increased.
	ES staff trained to support EAL program	ES staff to work with AP and Speech Pathologist to support EAL and Language groups.	AP Speech Pathologist	Reviewed at end of 2016	Student data improved. NAPLAN data improved.
	Teacher employed one day a week to support EAL aides.	Teacher used to devise programs for small groups and support students in classrooms. EAL teacher reports to AP.	AP	Reviewed at end of year.	NAPLAN data Student attitude to school data ES confidence increased.

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**		