

2016 Annual Implementation Plan: for Improving Student Outcomes

5185

Mandama PS
2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed..... Name: Marina Keegan Date: 22/2/16
Endorsement by School Council	Signed..... Name: Dan Nichols Date: 22/2/16
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

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	

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

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.

Priority one – Excellence in Teaching and Learning: Initiative one - Building Practice Excellence.

Data indicates a lower than expected level of academic growth in both English and Mathematics. Year 3 NAPLAN 2015 indicates that we are Below State Average in Reading, Language conventions, Spelling, and Writing. An analysis of the data showed that results are not dissimilar to the last two years. In Number almost 1/3 of students (31%) are in the bottom three bands. Year 5 NAPLAN 2015 indicates that all areas are well below the State levels. In analysing the bottom three bands are results indicate the following percentages – Reading 38%, Writing 42% and Number 44%.

Focus:

- Mandama has a detailed documented program “*The Mandama Way*” which is not consistently taught. Classroom visits indicate inconsistencies in teaching pedagogy, capabilities and strategies used. Research based strategies to be introduced and monitored across the school.
- Build capacity of teachers in mathematics as indicated via NAPLAN in specific areas using coaching and interschool networks.
- Professional Learning Communities – highly successful realignment of the work of PLCs began in 2015. We need to continue to work with Action Research model. HRS surveys completed in 2015 used as based line data.
- Develop shared understandings around feedback and the effective use of conferencing with students.

Priority two – Professional Leadership: Initiative one – Building Leadership Teams.

Mandama has begun to develop the leadership capacity of all classrooms teachers through the allocation of leadership roles in Literacy, Numeracy, PLCs, Digital Learning and Team Leaders. Acting positions for AP and LT have been created to compensate for the AP leading another school. Roles and responsibilities will also need to be revised and aligned with the goals of the SSP.

Communication is an area that needs to be reviewed and revised for effectiveness within the school and with parents and wider community. The development of a parents/carers group aims to draw in interested members and increase the involvement of those in the community. An increase in the number of part-time staff has made it more difficult to keep everyone informed.

Focus:

- Provide opportunities for staff to build their leadership capacity both formally and informally.
- Focus on communication effectiveness using the modes already available of introduce more effective ones.

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">• Build and refine staff capacity in teaching and learning to increase consistency of teaching practice.• Maintaining and refining, as required, processes and procedures that support quality planning and decision making.• Develop and embed a culture of student voice within the classroom.• Embed professionalism, collaboration and collegiality amongst individuals and teams
Building Leadership teams	<ul style="list-style-type: none">• Develop and implement a distributed model of leadership throughout the school.• Build a whole school culture that seeks to inform, invites participation and embraces feedback from the school community.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve student learning outcomes in English and Mathematics.	Targets	<ol style="list-style-type: none"> Relative Growth (NAPLAN) - Increase percentage of students in the high growth category over the life of the Strategic plan. Increase the number of students achieving A or B as evidenced through teacher judgment data. Students deemed capable achieve at least one year's growth for one year's learning evidenced through Teacher Judgment data. Attitudes to School survey variables: Stimulating learning and Student motivation is equal to or above state mean over the life of the Strategic Plan 		
		12 month targets	<ol style="list-style-type: none"> Data shows an increase in number of students in high growth category. <ul style="list-style-type: none"> Reading: 2015 = 21% 2016 = 24% Writing: 205 = 35% 2016 = 38% Number: 2015 13% 2016 16% Teacher judgment data shows an increase of two students per grade in years 1-6 as working above or working well above the expected level (A/B) for Reading, Writing and Number. Teacher judgment data shows at least one year's growth for one year's learning across years 1-6, in Reading, Writing and Number for students deemed capable. Provision of School based Speech therapist (Equity funding used \$7600) and Oral Language Support teacher (Equity funding used \$17,000) Attitude to School survey: <ul style="list-style-type: none"> Stimulating Learning 2015 = 4.0 2016 = 4.2 Student Motivation: 2015 = 4.6 2016 = 4.9 		
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 and refine staff capacity in teaching and learning to increase consistency of teaching practice.	<p>A1 – Classroom Instruction that Works – HRS (Effective Teaching in Every Classroom) McREL program – to decrease amount of variability across classrooms and to build excellent classroom strategies.</p> <p>A2 - Refinement of Professional Learning Communities process, linked to student outcomes and school improvement. HRS (Safe and Collaborative Environment)</p> <p>A3 - Teacher judgments are informed through triangulation of data. Identify high and low growth performing students.</p> <p>A4 - Exploring the notion of nurturing curiosity in students as a doorway to powerful learning as part of a reviewed Discovery curriculum in light of Victorian F-10.</p> <p>A5 – Coaching role in Mathematics</p>	<p>A1 – Whole school professional development with Grovedale, Roslyn and south Geelong PS over 3 curriculum days. Equity funding used -\$11,700</p> <p>A2 - Refinement of PLCs – with a focus on analysing and discussing data, sharing strategies for teaching and learning, improving teacher knowledge, using an action research approach. Re-establish working protocols and documentation with new team.</p> <p>A3 – PLC time is allocated weekly for the analysis of data linked to the planning of future intervention strategies. A3- PD on Effect sizes and monitoring growth of all students. A3 - Assessment schedule refined.</p> <p>A4 - Share the work of Wayne Craig (Curiosity and Powerful Learning). Allow time for staff to work with other school leaders from Leopold and Drysdale PS to build skills and strategies.</p> <p>A5 – 0.4 time dedicated to coaching staff on explicit mathematics teaching. Link to individual PDP.</p>	<p>A1 – All teaching staff</p> <p>A2 – All classroom teachers</p> <p>A3 – PLC Leaders</p> <p>A4 – Discovery team leaders</p> <p>A5 – Acting AP</p>	<p>A1- 3 days January 28 April 22 July 11</p> <p>A2 – Timetabled meeting times for all teaching staff every week</p> <p>A3- continuous work</p> <p>A4 – twice a term meeting times</p> <p>A5 – timetabled sessions</p>	<p>A1 – All staff to attend all 3 curriculum days to build their knowledge of Marzano's 9 strategies for Effective teaching. Employment of strategies in every classroom across the school. Monitoring progress established through classroom walks and peer mentoring.</p> <p>A2 – PLCs through an action research cycle on targeted learning outcomes. Data discussed and monitored every week. Documentation indicating focus area, strategies employed, research sought and results will be submitted each week. A2 -PLC leaders continue to receive leadership PD in networks.</p> <p>A3- Consistency of teacher judgments and a wider spread of student achievement. Growth is analysed and recorded. Moderation of teacher judgements scheduled and documented. A3- ZPD used for pre/post testing and documentation of effect size become common place. SPA program used by staff to monitor growth. A3 – Data is collected in a timely fashion and used by both PLCs and as part of the PDP process.</p> <p>A4- New Discovery curriculum developed aligned with Victorian F-10 curriculum explicitly acknowledging skills required to develop curious learners. Alignment with Critical and Creative Thinking is also sought.</p> <p>A5- Improved knowledge and teaching capacity in specific mathematics areas. Instructional targets are linked to PDP for individual staff members.</p>

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ENGAGEMENT					
Goals	To promote high levels of student engagement in learning and connectedness with their peers, teacher, school and community.	Targets	<ol style="list-style-type: none"> 1. ATTS variables: School Connectedness, Connectedness to Peers, Student Motivation and Learning Confidence are at least equal or above state mean over the life of the Strategic Plan. 2. Parent/Carer Opinion survey variable: Approachability is at least equal to or above state mean over the life of the Strategic Plan. 		
	12 month targets	<ol style="list-style-type: none"> 1. ATTS variables to be equal or above state mean over the life of the Strategic Plan <ul style="list-style-type: none"> • School connectedness: 2015 = 4.4 2016 = 4.7 • Connectedness to Peers: 2015 = 4.3 2016 = 4.6 • Student Motivation: 2015 = 4.6 2016 = 4.9 • Learning Confidence 2015 = 4.2 2016 = 4.6 2. POS variable – as above 			
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 professionalism , collaboration and collegiality amongst individuals and teams</p> <p>Develop and embed a culture of student voice within the classroom.</p> <p>Build a whole school culture that seeks to inform, invites participation and embraces feedback from the school community.</p> <p>Enhance the connectedness of students with their teachers and the school.</p>	<p>E1 – Establishment of leadership networks across three school – Leopold, Drysdale and Mandama</p> <p>E2 - Embed the use of feedback conferencing and goal setting to increase student voice</p> <p>E3- Develop processes to improve the effectiveness of communication both within the school and with the community.</p> <p>E4 - Continue to refine understanding and implementation of HRS model</p>	<p>E1 – Leaders in Literacy, Numeracy and Discovery to meet with colleagues from other school to refine knowledge of Victorian F-10 curriculum and teaching strategies in specific topics.</p> <p>E2 –Investigate PD on effective feedback conferencing with students to ensure consistency in approaches. E2 - Evidence of staff designing and implementing student goal setting.</p> <p>E3 – Establishment of the Mandama Parent and Carers Group. E3 – Use of COMPASS calendar as the default page on all teacher laptops. The calendar is kept up to date by the AP and office staff, and regularly communicated through the newsletter. E3 – Distribution of minutes, emails and notes to be timely and detailed for part-time staff</p> <p>E4 – Build upon school wide PD and documentation linking priority areas to the HRS model. E4 - Completion of HRS surveys to provide base data for determining priority areas. Students to complete “Safe and Collaborative Culture” in term 1.</p>	<p>E1 – Literacy, numeracy and discovery leaders from each unit</p> <p>E2 – All teaching staff</p> <p>E3 – Principal, AP</p> <p>E4 – Leading teachers, AP and Principal</p>	<p>E1 – twice a term</p> <p>E2 – ongoing work</p> <p>E3 – ongoing work</p> <p>E4 – ongoing</p>	<p>E1 – Planning and whole school documents reflect changes to teaching pedagogy, strategies, and assessments. Defining and documenting a Guaranteed and Viable Curriculum Scope and Sequence will be part of the focus of these networks.</p> <p>E2 – Planning and assessment documents reflect evidence of feedback conferences timetabled weekly. Teachers use data to inform students of their progress and use this to write regularly changing goals for all students in Reading, Writing and Number. Documentation is kept to show the progress of student goals. E2- Goals are shared with parents in Term 1 and 3 at Student Led Interviews.</p> <p>E3 – Meeting minutes of the Mandama Parent and Carers group and increasing membership and interest. E3 – The yearly calendar to be housed on the COMPASS system so it is accessible to all staff via web. It is used by all staff as a reference point prior to booking events or organising programs. E3 -Improved communication procedures for all stakeholders.</p> <p>E4 – All school initiatives to be linked to HRS model so that staff are clear about the links back to this model of improvement eg: Participation in Classroom Instruction That Works program – Level 2 Effective Teaching in Every classroom, PLC development – Level 1 Safe and Collaborative Culture Leadership Networks – Level 3 Guaranteed and Viable Curriculum Leading a Restorative School – Level 1 Safe and Collaborative Culture E4 – Students to complete “Safe and Collaborative Culture” survey.</p>

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WELLBEING					
Goals		Targets	1. ATTS variables: Classroom Behavior, Student Morale and Student Distress are at least equal or above state means over the life of the Strategic Plan.		
To develop student resilience and capacity to be effective citizens by strengthening the three way partnership between the school, students and their parent/carers.		12 month targets	1. ATTS variables to be equal or above state mean over the life of the Strategic Plan		
		<ul style="list-style-type: none"> • Classroom Behaviour: 2015 = 2.7 2016 = 3.0 • Student Morale: 2015 = 5.7 2016 = 5.9 • Student Distress: 2015 = 5.8 2016 = 6.0 			
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
Maintain a whole-school focus on the promotion of positive relationships, student resilience and responsible behavior.	<p>W1 – Develop a positive behavior matrix in line with Restorative Practices.</p> <p>W2- Establishment of a 'Leading A Restorative School' team to work alongside our Student Wellbeing Officer LARS W2 – Parent night organized for February 2016 presented by Adam (REAL Schools) titled "Bully proofing your kids".</p> <p>W3 - Investigate specific programs aimed at building resilience in students requiring extra support.</p> <p>W4 - Embed e-Smart program and practices.</p> <p>W5 - Restructure Roles and Responsibilities to support leadership development of all students.</p>	<p>W1 – Matrix is created in line with School Values (SWPBS model) to be introduced alongside existing Code of Conduct.</p> <p>W2 – 'Leading A Restorative School' team to work with Adam from REAL Schools to build their knowledge of restorative practices and develop their leadership capacity to lead their own teams in building their capacity around Restorative practices and how it will be implemented in our school. Equity funding - \$4424</p> <p>W2 – Increase the time fraction of the School Wellbeing Officer to fulltime. Equity funding - \$12,870</p> <p>W2- Development of the Reflective Practices document outlining the school's approach to Restorative Practices. W2 – Adam is booked to present the parent session on February 18th</p> <p>W3 - Whole staff PD around resilience building in students – tie in with Real Schools project. W3 – Student performance booked – Sticks and Stones for students in Years 3&4.</p> <p>W4 - e-Smart team to provide PD for staff on selected aspects to achieve fully accreditation. Digital Learning Student Leaders appointed to team to increase student voice around cyberbullying.</p> <p>W5 – Development of written position descriptions for our student leadership roles – eg: School Captains, House Captains, Digital Learning Leaders</p>	<p>W1- all staff</p> <p>W2 - One member from each unit to form the team.</p> <p>W3 – Principal, REAL Schools team W3 – Wellbeing Leader</p> <p>W4 – eSmart team, Digital Learning Student Leaders</p> <p>W5- Principal and staff</p>	<p>W1 – term 1</p> <p>W2- Whole day PD organized for February 11th around 3 modules : Cultural Leadership, Restorative Leadership and Restorative Practices.</p> <p>W3 – ongoing W3 – Sticks and Stones booked for Term 2</p> <p>W4 – ongoing</p> <p>W5 – term 1</p>	<p>W1 – All staff to use the Matrix as the basis for discussions with students around positive behaviour. W1 -Matrix is displayed in every teaching space. W1- Whole school focus areas each fortnight to explicitly teach the positive behavior we are expecting from our students. Awards at assembly given out in line with Matrix positive behaviours.</p> <p>W2- LARS team to lead PD of staff as a whole and in their own teams. W2- LARS team to work with Adam for a whole day on developing a Reflective Practices document. W2 – Documentation indicating changes in practice in line with restorative strategies will be presented at PDPs.</p> <p>W3 – Staff explicitly teach skills and strategies to build resilience eg: You Can Do It Resilience. Work program indicates explicit teaching time.</p> <p>W4 – Formal and Informal PD opportunities provided for staff on explicit teaching programs and ipad apps eg: excel before/after school or at lunchtimes.</p> <p>W5- Document established outlining the role and responsibilities of our student leaders.</p>

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PRODUCTIVITY					
Goals		Targets	<p>1. Staff Opinion survey – <i>School Climate</i> - Both are equal to or above all other primary schools' score over the life of the Strategic Plan.</p> <p>2. All year 4 parents/carers, over the life of the Strategic Plan, 100% commit to the schools 'bring your own device' program.</p>		
		12 month targets	<p>1. SOS variables to be equal or above state mean over the life of the Strategic Plan</p> <ul style="list-style-type: none"> • Collective Responsibility: 2015 = 81.12 2016 = 85 • Staff Trust in Colleagues: 2015 = 78.52 2016 target = 82 <p>2. As above</p>		
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>Maintaining and refining, as required, processes and procedures that support quality planning and decision making.</p> <p>Develop and implement a distributed model of leadership throughout the school.</p>	<p>P1 – Participation of 5 staff members in the McREL Balanced Leadership course. This will make 8 staff members trained over two years.</p> <p>P2 - Restructure Roles and Responsibilities to support leadership development of all staff.</p> <p>P3 - Continue to monitor the relationship between enrolments, the SRP and staffing profile</p> <p>P4- Continue to be at the forefront of ICT – infrastructure, hardware, software.</p>	<p>P1 – In partnership with Grovedale, Roslyn and Sth Geelong PS, the Balanced Leadership course is being offered in Geelong. Places have been allocated to four staff members and the Principal to attend the course. Equity Funding - \$17,700</p> <p>P2 – Leadership roles to be allocated to all staff as a priority – Team Leader (administration), PLC Leader, Literacy Leader, Numeracy Leader and Digital Learning Leader.</p> <p>P3 - Vacancies advertised and recruitment completed to meet the school's priorities and DET requirements.</p> <p>P4 -Alignment of ICT provisions with curriculum initiatives and class structures. Purchase of ipads for the Year 3 students to compliment the one-to-one program in year 4.</p>	<p>P1 – Principal and 4 staff who have applied to attend</p> <p>P2- All teaching staff</p> <p>P3 – Principal</p> <p>P4- Technical support staff, Business manager</p>	<p>P1 -6 sessions – March15-16th March 21-22 April 18-19</p> <p>P2- Term 1</p> <p>P3 - as required</p> <p>P4 – Term 1</p>	<p>P1 – Participation of staff in the McREL Balance Leadership program focused on aligning our work with our Strategic Plans and AIP. P1 – Networking opportunities with Grovedale, Rosylyn and Sth Geelong between sessions to refine our thinking, share strategies, and build the leadership capacity of our staff.</p> <p>P2- All teaching staff to nominate for one of the 5 leadership positions within each team. P2- Attendance at meetings, professional development and networking sessions specifically related to each role, is required. Time will be made available for attendance and reporting back to the whole staff.</p> <p>P3 – Budget is in surplus and we are able to fund the programs we require to provide our students with a robust curriculum. P3 - Continue the expansion of Italian into years 1/2 for 2016.</p> <p>P4 – Evidence in teacher documentation that tudents in year 3 are using the ipads as part of the one-to-one ipad program.</p>

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	