

# 2016 Annual Implementation Plan: for Improving Student Outcomes

2897

## Carnegie Primary School 2016

Based on Strategic Plan 2015 till 2018

### Endorsements

Endorsement by School Principal	Signed..... Name - Linda Jones Date.....
Endorsement by School Council	Signed..... Name - Susan Harper Date.....
Endorsement by Senior Advisor	Signed..... Name - Cheryl Chapple 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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> 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	
<b>Excellence in teaching and learning</b>	Building practice excellence	
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	✓
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

Initiatives Rationale:	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>Our review in 2014 and subsequent writing of our new Strategic Plan allowed us to celebrate some real success in student achievement. However, the school's performance against Year 3 NAPLAN continues at a higher level than at Year 5 in both Literacy and Numeracy. The school recognises that the growth in students between Years 3 and 5 is an area for continued improvement.</p> <p>In the area of Achievement our new goal is 'To maximise the literacy and numeracy outcomes for all students'. A priority is to continue to develop a whole school vision for contemporary pedagogy, focusing on individualised, personalised and differentiated learning which is evident and consistent in all classrooms across the school. Staff strive to engage students in programs and activities that add value to the education process and its outcomes. Carnegie staff are dedicated, professional and committed to working collaboratively to ensure optimal teaching and learning opportunities for the students at CPS.</p>	
Key Improvement Strategies (KIS)	
<p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Initiative:	KIS
<b>Excellence in Teaching and Learning - Curriculum Planning and Assessment</b>	<ul style="list-style-type: none"> <li>• Writing, implementing and sharing of CPS pedagogical vision focusing on the E5 Instructional Model</li> <li>• Implementation of 2016 Assessment Schedule with effective use of formative and summative assessment tools and the triangulation of data to ensure it is personalised and meaningful to all</li> <li>• Moderation across the school to ensure all teams of teachers understand the requirements of certain levels of AusVELS in literacy and numeracy</li> <li>• Active participation in REAP professional learning project (5/6 team) and trialling of DE&amp;T Insight assessment platform (3/4 team) throughout 2016</li> <li>• Formal and informal professional learning opportunities to enhance teachers' confidence when teaching maths by further enhancing their content knowledge and supporting them to develop deeper understandings of concepts in maths</li> </ul>
<b>Professional Leadership- Building Leadership Teams</b>	<ul style="list-style-type: none"> <li>• Effective professional learning teams with a sense of ownership and the establishment of timely and relevant goals and priorities</li> <li>• Continue to support the development of 'distributed leadership' across the school in curriculum and year level teams</li> <li>• Leaders to focus their efforts on building and sharing their knowledge on using data to identify areas of improvement</li> <li>• Professional learning delivered by leaders and expert staff</li> <li>• Develop the individual and collective capacity of Key Leaders via ongoing participation in formal, structured professional learning programs</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

<b>ACHIEVEMENT</b>					
<b>Goals</b>	<ul style="list-style-type: none"> <li>To maximise literacy and numeracy outcomes for all students.</li> <li>To equip Carnegie students with the skills, knowledge and understanding that will enable them to actively participate and prosper in the world as global citizens.</li> </ul>	<b>Targets</b>	<ul style="list-style-type: none"> <li>All students 'deemed capable' to achieve at or above the expected level as measured by teacher judgments.</li> <li>To reduce the number of students in Numeracy and Literacy bands 5 &amp; 6 making 'low growth' as measured by Naplan to 10% or less by 2018</li> <li>The number of students achieving an A or B in Literacy &amp; Numeracy in the December reporting cycle as measured by 'teacher judgments' to be 45% or more from Prep to 6 by 2018</li> </ul>		
		<b>12 month targets</b>	<ul style="list-style-type: none"> <li>Decrease the number of students making 'low growth' in numeracy from Year 3 to Year 5 as measured by AusVELS, Naplan and PAT maths data.</li> <li>Implement PAT Maths and PAT Reading and analyse data to inform teaching and learning. Close analysis of data including growth from semester 1 to semester 2, 2015.</li> <li>Match the 'like school' for growth from Year 3 to 5 in Number as measured by Naplan data.</li> <li>To identify students making below one year growth in literacy and numeracy and provide support/intervention within learning teams to increase growth across one year.</li> </ul>		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
Develop a clear whole school vision for contemporary pedagogy, focused on individualised, personalised and differentiated learning, which is evident and consistent in classrooms across the school.	<p>Effective use of 2016 CPS Work Plan and Scope and Sequence documents for literacy and numeracy to drive planning and curriculum delivery</p> <p>Implement 2016 whole school assessment schedule to ensure relevant data is collected, analysed and drives teaching and learning</p> <p>Identify students making below one year growth in literacy and numeracy and provide support/intervention to increase growth</p> <p>Audit curriculum programs especially inquiry scope and sequence documentation and revise as necessary to align with new Victorian Curriculum guidelines</p> <p>Devote time to build student reflective practices and metacognitive skills and strategies through an emphasis on self – assessment, 3 way interviews, teacher and peer feedback</p> <p>Continue to focus on teacher capacity to teach and differentiate the maths curriculum</p> <p>Review and refine Café Reading approach to support improved student outcomes particularly reciprocal reading strategies</p> <p>Continue to develop teacher knowledge on effective use of ipads and laptops to improve students outcomes across all area of the curriculum</p> <p>Enhance shadowing and mentoring opportunities for teachers and ES</p> <p>Write and share CPS pedagogical vision based on the E5 Instructional model</p> <p>Active participation in DE&amp;T Professional Learning program – Bastow Leadership courses, Melbourne University REAP Project and trialling of Insight Assessment Platform</p>	<p>Purposeful allocation of Roles and Responsibilities across the school to best support school's programs and practices.</p> <p>Curriculum team leaders and Leadership team to have dedicated time together to discuss targets and ensure school based protocols and practices align with priorities.</p> <p>Time and budget allocation to support individuals, teams and whole school as necessary.</p> <p>Time and budget to effectively implement school's Assessment Schedule and time to analyse data purposefully to enhance teaching and learning.</p> <p>Time and budget allocation for team leaders to undertake their work and to support our ongoing professional partnership with Lyn Watts.</p> <p>Time and resources to support effectiveness of Curriculum Teams across the school.</p> <p>Purchase and trialling of Essential Learnings Literacy and Numeracy Assessments</p>	Leadership team, Curriculum Leaders, Team Leaders and staff as appropriate	Ongoing throughout 2016	<p>Implemented 2016 Whole School Assessment Schedule including review of Essential Learning assessment tools in literacy and numeracy</p> <p>School and team planning documentation ensures effective differentiated learning for students</p> <p>2016 professional development clearly aligned with school's Strategic Plan and AIP which has targeted support to better meet needs of individuals, groups and teams</p> <p>AusVELS levels assigned consistently following effective moderation sessions</p> <p>Purposefully shared student self -reflections and peer feedback with peers and families.</p> <p>Active participation of individuals and teams in DE&amp;T PD projects and sharing of learnings</p> <p>CPS Pedagogical vision shared with the community</p> <p>All curriculum leaders and level leaders have completed a shadowing experience at CPS or another setting</p> <p>2016 Work Plan reviewed and indicative 2017 Work Plan developed</p>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high level of student engagement and parental involvement and understanding of curriculum and pedagogy.	Targets	<ul style="list-style-type: none"> <li>By 2018 student opinion surveys for Year 5/6 will show mean scores at or above the state for all Teaching and Learning variables</li> <li>By 2018, using a school developed parent survey and feedback forums, parent understanding and involvement in student learning will be enhanced further.</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Improvement in all Teaching and Learning scores in the 2016 Student Opinion Survey for Year 5/6</li> <li>Parent and student feedback via a school based survey analysed and used to inform three-way interviews in 2017.</li> <li>Seek purposeful feedback from parents as to the effectiveness of the 'Walk Throughs', Parent Information Sessions, Parent Expos and Orientation programs in assisting them to understand the curriculum,</li> </ul>		
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
To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high level of student engagement and parental involvement and understanding of curriculum and pedagogy.	<p>Continue to trial a modified 'three way interviews' to all students in Year 2</p> <p>Trial students in year 3 &amp; 4 completing the 2016 Student Opinion Survey and analyse data</p> <p>Offer more frequent 'Parent Walk Throughs' to increase parental knowledge on key school curriculum and teacher approaches in Literacy and Numeracy</p> <p>Offer at least two Parent Information sessions focussing on the curriculum throughout 2016</p> <p>Offer at least two formal opportunities per year level for parents to visit classrooms and share their child/children's learning</p> <p>Continue parent education programs for those who assist in the Prep – 2 classrooms</p> <p>Review and modify as necessary transition programs, Alannah Madeline Buddy Program, Start-Up and Step-Up programs</p>	<p>Wellbeing and Engagement committee with representation from across the school</p> <p>Establishment of clear timelines, goals and priorities across 2016</p> <p>Purposeful allocation of Roles and Responsibilities</p> <p>Time and budget allocation to support individuals, teams and as a whole school as necessary</p> <p>Proforma developed to support 3 Way Interviews and feedback</p>	Leadership Team, Curriculum Leaders, Team Leaders and staff as appropriate	Ongoing throughout 2016	<p>Feedback from Year 2 to 6 teachers, parents and students involved in the 'three way interviews'</p> <p>Analysis of parent and student feedback and/or surveys in relation to engagement showing improvement from 2015 till 2016</p> <p>Increase in attendance and positive feedback in relation to parent education programs, Open classrooms, Expos and Walkthroughs.</p> <p>Continued implementation of school based surveys to measure student confidence and engagement, analysed with students</p> <p>Revised Start –Up program documentation</p> <p>Prep Orientation and Step Up documentation</p>

# Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	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	Targets	<ul style="list-style-type: none"> <li>By 2018, student opinion surveys for the 5/6 will show mean scores at or above the state mean in all Wellbeing variables</li> <li>By 2018, using school developed student surveys and feedback forums, wellbeing will be improved</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Improvement in all Wellbeing scores in the 2016 Student Opinion Survey for Year 5/6</li> <li>Ongoing feedback and completion and analysis of school based student surveys in relation to wellbeing</li> <li>Implement the Attitude to School Survey with 3/4 students in 2015 and obtain benchmark data re Student Morale</li> </ul>		
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
Create an inclusive, safe and secure learning environment, including using restorative practices approach, to ensure students have positive learning experiences and to increase wellbeing and safety.	<p>Continue to ensure delivery of Social /Emotional Learning curriculum including units on resilience, peer pressure, positive choices, bullying, cyber safety, conflict resolution and leadership.</p> <p>Continue to include a greater emphasis on philosophy, mindfulness, meditation and yoga.</p> <p>Ensure that curriculum is predictable, relevant, sequential and differentiated – Audit programs and revise as necessary to align with new Victorian Curriculum guidelines</p> <p>Continue to ensure induction of new and returning staff in areas of wellbeing</p> <p>Provide meaningful forums for student voice and choice across the school</p> <p>Provide opportunities for students to develop individual talents and leadership</p> <p>Continue to develop extra curricula programs which serve to ensure connectedness</p> <p>Continue to survey students and parents to gauge regular, timely and purposeful feedback to guide practices and programs</p> <p>Strengthen ties with Carnegie kindergarten by developing a formal year 5 buddy program throughout 2016</p>	<p>Representation across the school on Wellbeing &amp; Engagement Committee.</p> <p>Purposeful allocation of Roles and Responsibilities across the school to best support school's programs and practices.</p> <p>Establishment of clear timelines, goals and priorities across 2016</p> <p>Time and budget allocation to support individuals, teams and as a whole school as necessary</p>	Leadership Team, Curriculum Leaders, Team Leaders and staff as appropriate	Ongoing throughout 2016	<p>The student opinion survey will have shown an improvement in the Wellbeing variables</p> <p>Parent and student feedback and/or surveys reviewed in relation to wellbeing</p> <p>Student Engagement and Wellbeing Policy reviewed, ratified at School Council and shared with school community</p> <p>Cyber Safety Policy reviewed, ratified at School Council and shared with school community</p> <p>Restorative practice reviewed and enhanced supporting low number of high-level student behaviour incidents</p> <p>School values promoted in the classroom, newsletter, at school assemblies, in classrooms and in the school foyer</p> <p>Active participation of students in extracurricular/lunch activities ensuring needs of students are met</p> <p>Active participation in kinder / school partnership throughout 2016</p>

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To manage the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students	Targets	<ul style="list-style-type: none"> <li>• Effective management of the SRP, workforce plan and credit budget to ensure provision of suitable staff, engaging learning spaces, resources and our grounds</li> <li>• Ensure the school budgets are planned and implemented effectively and efficiently</li> <li>• Ensure that programs are able to be adequately resourced so that goals are achieved</li> <li>• Parent Opinion Survey – General Satisfaction variable to be at or above state mean</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>• Effective management of SRP to ensure clear alignment to school’s goals and priorities throughout 2016</li> <li>• Budgets set and monitored regularly to ensure outcomes are achieved</li> <li>• Parent Opinion Survey – General Satisfaction variable to be at or above School Type mean</li> <li>• 2017 AIP written, approved by School Council and shared with the community</li> </ul>		
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>Ensure consistency and alignment of all aspects of school operations and resource allocation across the Key Improvement Strategies</p> <p>Manage and align resource allocation across the school to maximise the use of staffing, professional learning and teaching resources to improve student learning outcomes</p>	<ul style="list-style-type: none"> <li>• Prepare and monitor Program Budgets effectively</li> <li>• 2016 CPS Work Plan written and implemented to support effective curriculum delivery across the school</li> <li>• Action Plans for team and curriculum areas reviewed and monitored by Leadership Team to ensure effective implementation planned across the calendar year</li> <li>• Teacher Performance Plans clearly align with the schools goals and priorities</li> <li>• Leaders to provide feedback and progress reports to the leadership team identifying progress towards achievement of goals</li> </ul>	<p>2016 Program Budgets written and monitored effectively to support school goals and priorities</p> <p>Purposeful allocation to Roles and Responsibilities across the school to enhance teaching and learning and support school’s programs and practices</p> <p>Time and budget allocation for all staff to undertake their work and to support ongoing professional learning</p>	Principal, Assistant Principal, Business manager, Leadership Team, Curriculum Leaders, Team Leaders and staff as appropriate	Ongoing throughout 2016	<p>2016 Work Plan implemented and reviewed as necessary by leaders</p> <p>2016 AIP written, approved by School Council and shared with the school community</p> <p>Program budgets set and monitored to ensure outcomes are achieved</p> <p>Effective teacher Performance and Development management to ensure relevant and purposeful goals focusing on pedagogical practice and improved teaching and learning</p> <p>Enhanced communication opportunities for parents both formally and informally about programs and practices</p> <p>Timetabling ensured appropriate support for individuals, teams and leaders throughout 2016</p> <p>Parent Opinion Survey data to be at or above state mean in 2016 for General Satisfaction</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	
Writing of 2016 CPS Work Plan		Sharing and implementation of 2016 Work Plan			
Writing and implementation of 2016 Assessment Schedule		Sharing and implementation of 2016 Assessment Schedule			
Analyses and dissemination of student data		Dissemination of semester 2, 2015 data and semester 1, 2016 as relevant			
Ongoing internal and external participation in PD/research opportunities		Evidence of PD attended, sharing of information etc			
Writing and sharing of CPS Pedagogical Vision		Pedagogical Vision developed and shared			
Documented team and whole school planning		Paper documentation as well as relevant information on Sharepoint for staff access			
Student self - reflection opportunities		Examples of self -reflection opportunities			
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	
Implementation of 2016 'Start Up' program		Documentation and appropriate resourcing for implantation at the school level			
Survey of 2016 prep families in relation to transition to school		Survey results –at end of term 1, 2016			
School based survey for students in relation to engagement		Survey results – at the end of term 1, 2016			
Feedback from parents in relation involvement in Information sessions, Open classrooms etc					

<b>WELLBEING</b>					
<b>Actions:</b>	<b>6 month progress against success criteria and /or targets</b>		<b>12 month progress against success criteria and /or targets</b>		<b>Budget Spending to date</b>
	 <b>Status</b>	<b>Evidence</b>	 <b>Status</b>	<b>Evidence</b>	
Review of Student Engagement and Wellbeing policy		Documentation, ratification at School Council and sharing with community			
Fostering of Kinder/School partnership		Timetable, feedback and associated documentation			
Review of Cyber Safety guidelines and policy		Documentation, ratification at School Council and sharing with community			
School values promoted		Examples at school level and via newsletters etc			
School based survey for students in relation to engagement		Survey results – at the end of term 1, 2016			
<b>PRODUCTIVITY</b>					
<b>Actions:</b>	<b>6 month progress against success criteria and /or targets</b>		<b>12 month progress against success criteria and /or targets</b>		<b>Budget Spending to date</b>
	 <b>Status</b>	<b>Evidence</b>	 <b>Status</b>	<b>Evidence</b>	
2016 Work Plan implemented					
2016 AIP written and implemented		2016 AIP endorsed by School Council and shared with the community			
2016 Program Budgets written and monitored		2016 Program Budgets written and approved by School Council. Monitored and amended as necessary throughout 2016			
2016 timetables to support school goals and priorities		Timetables supporting teaching and learning and improved student outcomes			
2016 staff P&D process undertaken		2016 Staff P&D documentation and teacher evidence folders			