

2016 Annual Implementation Plan: for Improving Student Outcomes

No-4837

East Bentleigh Primary School 2016

Based on Strategic Plan 2016-2019

Endorsements

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|---------------------------------|---|
| Endorsement by School Principal | Signed..... Name- Maria Shearn Date..... |
| Endorsement by School Council | Signed..... Name-Kym Mai Date..... |
| Endorsement by Senior Advisor | Signed..... Name-Stuart Andrews 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

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: | |
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| 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>As a result of our recent thorough Peer review, we believe, that given the achievements over 2012-2015, our school is positioned to enter a new and invigorating period of sustained improvement. It is hoped with a renewed focus on systematically analysing data and evidence to inform more purposeful teaching, building more consistent teaching practices through the implementation of the 'East Bentleigh PS Instructional Model' and raising cognitive engagement levels, students will achieve high levels of individual learning growth in the future.</p> <p>We aim to do this through developing good active learning behaviours in all of our students and in developing a shared East Bentleigh PS learning language between parents, students and teachers.</p> | |
| 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 |
| <p>EXCELLENCE IN TEACHING AND LEARNING- Building Practice Excellence</p> <p>To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework)</p> | <ul style="list-style-type: none"> Review "Maths @ EBPS" and "English @ EBPS" documents to ensure consistency across the school 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 Moderation across the school to ensure all teams of teachers understand the requirements of certain levels of AusVELS in literacy and numeracy 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 Formal and informal professional learning opportunities to enhance teachers' confidence when explicitly teaching writing by further enhancing their content knowledge. |
| <p>COMMUNITY ENGAGEMENT IN LEARNING- Building communities</p> <p>Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning.</p> | <ul style="list-style-type: none"> Implementation of Social and Emotional learning across the school Professional learning, both formal and informal, for staff in relation to student cognitive engagement and participation in learning Students to take responsibility for their learning through meaningful learning goals, reflections and peer and self-assessment. Develop the individual and collective capacity of staff in relation to teacher effectiveness and relationships with students |

Annual Implementation Plan: for Improving Student Outcomes

| ACHIEVEMENT | | | | | |
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| Goals | To maximise individual student learning growth, with a whole school focus on literacy and numeracy. | Targets | <ul style="list-style-type: none"> ❖ National Assessment Program – Literacy and Numeracy (NAPLAN) Relative Growth. ❖ Victorian Curriculum F-10 data Years P-6: Allocation of A’s and B’s; tracking student growth – average of one Victorian Curriculum F-10 level per year. ❖ Staff opinion – continue to improve School Climate results for Collective Responsibility, Teacher Collaboration and Guaranteed and Viable Curriculum so that they trend up and are sustained at or above the 67th percentile for all primary schools. ❖ Staff opinion – continue to improve Professional Learning results for Feedback and Active Participation so that they trend up and are sustained at or above the 67th percentile for all primary schools. ❖ ATS Survey – Continue to improve Teacher Effectiveness and Teacher Empathy. | | |
| | 12 month targets | <ul style="list-style-type: none"> ❖ Decrease the number of students making ‘low growth’ in numeracy from Year 3 to Year 5 as measured by AusVELS, and Naplan ❖ Implement PAT Maths and analyse data to inform teaching and learning. Close analysis of data including growth from semester 1 to semester 2, 2016. <p>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.</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>To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework)</p> <p>To further build individual teacher and teams of teachers’ knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student.</p> | <ul style="list-style-type: none"> • Introduce a whole school instructional model which is understood – including reference to Visible Learning Principles, Learning Intentions, Success Criteria, student feedback, goal setting, the role of the learner and quality learning tasks. • Planned assessment between teachers in collaborative planning sessions. • Develop shared and agreed understandings of how best to teach, in particular Writing and Numeracy. | <p>PLT’s implement school expectations of teaching Mathematics and English at East Bentleigh PS at weekly planning meetings.</p> <p>All teachers involved in learning walks, classroom visits and instructional rounds.</p> | <p>Leadership Team, Curriculum Leaders, Team Leaders and staff as appropriate</p> | <p>Ongoing throughout 2016</p> | <ul style="list-style-type: none"> • School Maths and English Plan is documented and ratified by teachers. • School and team planning documentation ensures effective differentiated learning for students • 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 • AusVELS levels assigned consistently following effective moderation sessions • Purposefully shared student self-reflections and peer feedback with peers and families. • Active participation of individuals and teams in DE&T PD projects and sharing of learnings <p>EBPS Pedagogical vision developed and shared with the community</p> |
| <p>To implement and further develop whole school consistent approaches to assessment,</p> | <ul style="list-style-type: none"> • Continue to revise the whole school assessment schedule to ensure relevant data is collected, systematically analysed and used to drive purposeful teaching and | <p>All teachers regularly use assessment data to plan for student learning needs.</p> <p>All assessment data to be located in a central area to facilitate monitoring of individual students, cohorts and the whole school.</p> | <p>Leadership Team, Curriculum Leaders, Team Leaders and staff as appropriate</p> | <p>Ongoing throughout 2016</p> | <ul style="list-style-type: none"> • Reviewed and implemented 2016 Whole School Assessment Schedule including review of Essential Learning assessment tools in literacy and numeracy |

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| <p>moderation, tracking and management of data and how these data inform shared planning.</p> | <p>learning.</p> <ul style="list-style-type: none">• Establish more explicit moderation protocols and strengthen moderation within and between levels particularly in the areas of Literacy and Numeracy.• Implement/Review 2016 whole school assessment schedule to ensure relevant data is collected, analysed and drives teaching and learning• | <p>Greater alignment between teacher judgements and On Demand / NAPLAN data.</p> | | | |
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Annual Implementation Plan: for Improving Student Outcomes

| ENGAGEMENT | | | | | |
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| Goals | To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking. | Targets | <ul style="list-style-type: none"> ❖ ATS Survey – Continue to improve Student Motivation, Learning Confidence, Stimulating Learning, School Connectedness. ❖ Student Attendance – an improving trend with attendance for each year level at 95% or better by 2019. | | |
| | | 12 month targets | <ul style="list-style-type: none"> ❖ Improvement in all Teaching and Learning scores in the 2016 Student Opinion Survey for Year 5/6 ❖ Parent and student feedback via a school based survey analysed and used to inform three-way interviews in 2017. ❖ Seek purposeful feedback from parents as to the effectiveness of the ‘Walk Throughs’, Parent Information Sessions, Parent Expos and Transition programs in assisting them to understand the curriculum, | | |
| 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>Create opportunities for students to develop a ‘growth’ mindset, practice ‘good learning behaviours’ and be actively involved in their learning.</p> <p>Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning</p> | <ul style="list-style-type: none"> • Ensure the use of good learning behaviours and the role of the student in learning is included in the school’s instructional model. • Consistently involve students in regularly establishing meaningful learning goals, reflective practices, peer and self-assessment. • Provide teacher professional learning about how to increase student cognitive engagement and participation in learning. • Document the associated leadership roles and responsibilities related to the school’s transition and pathways policy to ensure ongoing clarity and transferability. • Improve systems to record, track and regularly discuss student results. | <ul style="list-style-type: none"> • Wellbeing and Engagement committee with representation from across the school • Establishment of clear timelines, goals and priorities across 2016 • Purposeful allocation of Roles and Responsibilities • Time and budget allocation to support individuals, teams and as a whole school as necessary • Proforma developed to support 3 Way Interviews and feedback | Leadership Team, Curriculum Leaders, Team Leaders and staff as appropriate | Ongoing throughout 2016 | <p>Personal Learning evident in teachers’ weekly planning.</p> <p>Evidence of goal setting and self -assessment by students in all classes</p> <p>Greater participation of students in community initiatives.</p> <p>Three –way conferencing implemented across the school</p> <p>Improved punctuality and attendance of students across the school.</p> <p>Feedback from 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 to 2016</p> <p>Continued implementation of school based surveys to measure student confidence and engagement, analysed with students</p> <p>Prep Transition Program documentation</p> |
| Review and strengthen the attendance policy and processes to reduce student absence. | <ul style="list-style-type: none"> • Review the implementation of the whole school approach where every staff member shares responsibility for promoting attendance and punctuality. • Review the school’s Attendance Policy and include processes for tracking and following up student absences. Include | | Leadership Team, Curriculum Leaders, Team Leaders and staff as appropriate | Ongoing throughout 2016 | <p>Improved punctuality and attendance of students across the school.</p> <p>Increase in attendance and positive feedback in relation to parent education programs, Open classrooms, Expos and Walkthroughs.</p> |

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| | <p>reference in the policy to explicit expectations, reward and recognition for good attendance; close monitoring and prompt follow up including personalised interventions and an educative program for parents and students.</p> <ul style="list-style-type: none">• Investigate the provision of an automated messaging system for the reporting of absences. | | | | |
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Annual Implementation Plan: for Improving Student Outcomes

| WELLBEING | | | | | |
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| Goals | To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills. | Targets | <ul style="list-style-type: none"> ❖ ATS Survey – Continue to improve variable results for Student Morale, Learning Confidence, and Connectedness to Peers. ❖ Parent opinion – Continue to improve variable results for School Improvement, Parent Input, Reporting and Homework so that they are sustained above State mean levels. | | |
| | | 12 month targets | <ul style="list-style-type: none"> ❖ Improvement in all Wellbeing scores in the 2016 Student Opinion Survey for Year 5/6 ❖ Ongoing feedback and completion and analysis of school based student surveys in relation to wellbeing ❖ Implement the Attitude to School Survey with 3/4 students in 2015 and obtain benchmark data re Student Morale | | |
| 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>Continue to build the capacity of students to be socially responsible and respectful in all their relationships.</p> <p>Enhance support for every student to further build their social and emotional wellbeing and to be resilient.</p> <p>Continue to strengthen the three-way education partnership.</p> | <ul style="list-style-type: none"> • Continue to consult regularly with students through regular classroom meetings and focus groups so that the school listens and responds to student needs. • Investigate ways to gather and respond to the opinion of students in Prep-Year 4. • Ensure the data collected through the ATS Surveys are shared with students in Years 5 and 6 and they are involved in responding to identified areas for improvement. | <ul style="list-style-type: none"> • Representation across the school on Wellbeing & Engagement Committee. • Purposeful allocation of Roles and Responsibilities across the school to best support school's programs and practices. • Establishment of clear timelines, goals and priorities across 2016 • 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</p> | <p>Ongoing throughout 2016</p> | <ul style="list-style-type: none"> • The student opinion survey will have shown an improvement in the Wellbeing variables • Parent and student feedback and/or surveys reviewed in relation to wellbeing • Student Engagement and Wellbeing Policy reviewed, ratified at School Council and shared with school community • Cyber Safety Policy reviewed, ratified at School Council and shared with school community • Restorative practice reviewed and enhanced supporting low number of high-level student behaviour incidents • School values promoted in the classroom, newsletter, at school assemblies, in classrooms and in the school foyer • Active participation of students in extracurricular/lunch activities ensuring needs of students are met • Active participation in kinder / school partnership throughout 2016 • Social and emotional learning evident in term and weekly planners • Three way conferencing effectively used in all levels |

Annual Implementation Plan: for Improving Student Outcomes

| PRODUCTIVITY | | | | | |
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| Goals | To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing. | Targets | <ul style="list-style-type: none"> ❖ Staff opinion – continue to improve School Climate results for Collective Responsibility and Teacher Collaboration so that they trend up and are sustained at or above the 67th percentile for all primary schools. ❖ Staff opinion – continue to improve Professional Learning results for Feedback and Active Participation so that they trend up and are sustained at or above the 67th percentile for all primary schools. ❖ Parent opinion – Continue to improve variable result for School Improvement so that it is sustained above State mean levels. Staff opinion – continue to improve School Climate results for Collective Responsibility and Teacher Collaboration so that they trend up and are sustained at or above the 67th percentile for all primary schools. | | |
| | | 12 month targets | <ul style="list-style-type: none"> ❖ Effective management of SRP to ensure clear alignment to school’s goals and priorities throughout 2016 ❖ Budgets set and monitored regularly to ensure outcomes are achieved ❖ Parent Opinion Survey – General Satisfaction variable to be at or above School Type mean ❖ 2017 AIP written, approved by School Council and shared with the community | | |
| 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>To build a community of reflective learners focused on continuous school improvement.</p> <p>Investigate and implement the optimal allocation, monitoring and review of resources to provide the best learning, engagement and wellbeing opportunities for students and the school community.</p> | <ul style="list-style-type: none"> • Develop an annual professional learning plan aligned with the goals, targets and strategies set out in the SSP and Annual Implementation Plan (AIP). • Ensure Professional Development Plans for staff are aligned with the goals, targets and strategies set out in the SSP and AIP. • Research, develop and implement an observational practice program to give staff more opportunities to share practice, receive feedback and reflect on their practice. • Plan resource needs for a growing enrolment. • Continue to build a culture of collaboration, shared responsibility and collective accountability in teams and across the whole school | <ul style="list-style-type: none"> • 2016 Program Budgets written and monitored effectively to support school goals and priorities • Purposeful allocation to Roles and Responsibilities across the school to enhance teaching and learning and support school’s programs and practices • 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</p> | <p>Ongoing throughout 2016</p> | <ul style="list-style-type: none"> • 2016 Work Plan implemented and reviewed as necessary by leaders • 2016 AIP written, approved by School Council and shared with the school community • Program budgets set and monitored to ensure outcomes are achieved • Effective teacher Performance and Development management to ensure relevant and purposeful goals focusing on pedagogical practice and improved teaching and learning • Enhanced communication opportunities for parents both formally and informally about programs and practices • Timetabling ensured appropriate support for individuals, teams and leaders throughout 2016 • Parent Opinion Survey data to be at or above state mean in 2016 for General Satisfaction |

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 | | |
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| 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 | | |
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| WELLBEING | | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | | 12 month progress against success criteria and /or targets | | Budget Spending to date |
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| PRODUCTIVITY | | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | | 12 month progress against success criteria and /or targets | | Budget Spending to date |
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