

2016 Annual Implementation Plan: for Improving Student Outcomes

5299

Echuca Specialist School
2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
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

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

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	#
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	#
Community engagement in learning	Building communities	#

Initiatives Rationale:	
Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.	
<p>Building Practice Excellence- We have recognised the need to increase teacher capacity and deliver a more unified evidence based teaching approach across the school. Good team work is vital to ensure that curriculum is rigorous and engaging, responsive and personalised to produce a sound schooling environment with enhanced student learning and wellbeing outcomes</p> <p>Setting expectations and promoting inclusion- We are starting the KISWPBS at our school and will be linking with other schools for support. We encourage our students to be active members of the community and promote inclusion.</p> <p>Building communities- We are going into a school merger with two local primary schools. We need to make strong links with these schools as well as the local secondary college and other educational agents and opportunities to meet the diverse learning needs of students. We recognise a school is more than a place to learn but it must be a community that students, teachers and parents should be proud of belonging and feel they are an integral part of the community.</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
Building Practice Excellence	<ul style="list-style-type: none"> • Introduce Victorian Curriculum and new reporting and assessment tool that meets DET guidelines for reporting student progress. • Support staff to identify and consistently utilise data to inform teaching practice through collaboration with peers.
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> • Implement the School Wide Positive Behaviours framework throughout the community.
Building communities	<ul style="list-style-type: none"> • Build positive partnerships with community groups and local schools, strategically working with South/West Primary schools and Echuca College.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT														
Goals	To provide a rigorous and differentiated curriculum focussing on maximising quality individual learning outcomes in English and Mathematics for all students.	Targets	<ul style="list-style-type: none"> 75% of students will achieve good or better progress in their communication goals in their individual learning plans by 2018. <i>Benchmark not relevant due to change in goal development</i> 80% of students will improve at least 2 comprehension reading levels every year. Benchmark: 71% for 2013-2014 Improve mean scores in the Parent Opinion Survey from 5.9 in 2014 to 6.1 in 2018 for Learning Focus. Improve % endorsement in the School Staff Survey: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Academic emphasis</td> <td>53%</td> <td>57%</td> </tr> <tr> <td>Efficacy</td> <td>63%</td> <td>67%</td> </tr> </tbody> </table>	Factor Name	2014	2018	Academic emphasis	53%	57%	Efficacy	63%	67%	12 month targets	<ul style="list-style-type: none"> Guaranteed and viable curriculum mean score to increase to 76 Collective focus mean score to increase to 87 Teacher collaboration mean score to increase to 85
Factor Name	2014	2018												
Academic emphasis	53%	57%												
Efficacy	63%	67%												
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									
Introduce Victorian Curriculum and new reporting and assessment tool that meets DET guidelines for reporting student progress.	<ul style="list-style-type: none"> Leadership team will attend Victorian Curriculum PD. Leadership team will strategically plan the implementation of the Victorian Curriculum. Leadership team will create Professional Development for the staff around the Victorian Curriculum. Staff will align Individual Learning Plans with the Victorian Curriculum. Staff will plan and deliver lessons aligned to the Victorian Curriculum. Teachers will be given planning time. Support whole school approaches to collecting, analysing, using and reporting data to drive teaching and learning practices in the classroom. 	<p>The leadership team will be replaced to attend a professional development day.</p> <p>Leadership will be given time release to plan Professional Development at school.</p> <p>Teachers to have scheduled time release with appropriate planning buddy</p> <p>Allocation of staff meetings to introduction of new reporting format.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Department Leaders</p> <p>Teachers</p>	<p>Curriculum PD in term 1</p> <p>End of term 2</p> <p>Electronic report format by mid- year</p> <p>Weekly planning sessions throughout 2016</p>	<p>All students in the age group of the Victorian Curriculum F-10 will be assessed and recorded on the A-D and F-10 continuum.</p> <p>Evidence of team planning and moderation between teacher buddies through planning documents and staff performance and development conversations.</p> <p>Evidence of adherence to teaching and learning “non-negotiables” through observations, documentation and performance and development processes</p> <p>New electronic reporting format introduced across the school.</p> <p>Evidence of moderation is demonstrated in staff performance and development goals.</p>									
Support staff to identify and consistently utilise data to inform teaching practice through collaboration with peers.	<ul style="list-style-type: none"> Provide professional readings. Focus on Hattie (Visual Learning) and Lemov (Teach like a champion.) Professional discussions at leadership and curriculum meetings around readings and learnings. Teachers will be given planning time with peer. 	<p>Professional development opportunities.</p> <p>Scheduled time release with appropriate planning buddy.</p> <p>Replacement time to do learning walks through our school and other schools.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Department Leaders</p>	<p>Terms 1-4</p> <p>Two learning walks a term, including two out of the</p>	<p>Evidenced by weekly readings and discussions minuted at meetings.</p> <p>Timetable and planning documents displaying teachers planning together.</p> <p>Learning walk protocols followed, filled in and shared.</p>									

		Learning walks/classroom observations	Teachers	school for the year.	
		Professional readings and discussions at leadership and curriculum meetings.		Weekly readings	
		Protocols for learning walks co constructed.		End of term 2	

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Wellbeing																	
Goals	To establish and maintain a school community that values diversity within a respectful environment.	Targets	<ul style="list-style-type: none"> Incident reports will decrease 2% per year. Benchmark: 377 incidents in 2014 Attendance rate will improve to 88% by 2018. Benchmark: 85% attendance per student in 2014. Improve mean scores in the Parent Opinion Survey: <table border="1" style="margin: 5px 0; width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Factor Name</th> <th style="text-align: center;">2014</th> <th style="text-align: center;">2018</th> </tr> </thead> <tbody> <tr> <td>Transitions</td> <td style="text-align: center;">5.6</td> <td style="text-align: center;">6.1</td> </tr> <tr> <td>School Connectedness</td> <td style="text-align: center;">5.9</td> <td style="text-align: center;">6.2</td> </tr> <tr> <td>Motivation</td> <td style="text-align: center;">5.7</td> <td style="text-align: center;">6.0</td> </tr> </tbody> </table> <p>Maintain mean scores in the School Staff Survey for Collective Focus on Student Learning at 90% or greater. Current benchmark is 91%</p>			Factor Name	2014	2018	Transitions	5.6	6.1	School Connectedness	5.9	6.2	Motivation	5.7	6.0
Factor Name	2014	2018															
Transitions	5.6	6.1															
School Connectedness	5.9	6.2															
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12 month targets	<ul style="list-style-type: none"> Parent and community involvement to increase to 89. Parent opinion survey- Student safety increase to 20. Classroom behaviour increase to 27. 																
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												
Implement the School Wide Positive Behaviours framework throughout the community	<ul style="list-style-type: none"> Implement the use of SW-PBS to build stronger relationships. Create SW-PBS handbook. Create behaviour matrix. Attend SW-PBS meetings with mentor schools. Implement Koorie component of SW-PBS. Promote SW-PBS throughout the school community. Every meeting to have a component of SW-PBS. Every weekly bulletin have a component of SW-PBS. Every newsletter have a component of SW-PBS. Promote SW-PBS through use of chaplain. Tier Two team established and Tier One team transforms from planning to data analysis. 	<p>SW-PBS meetings fortnightly to create handbook, matrix and recording progress.</p> <p>Koorie inclusion program implemented.</p> <p>Other SW-PBS resources created.</p> <p>Chaplain supported</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Department Leaders</p> <p>Teachers</p> <p>ES</p> <p>Trainees</p> <p>Families</p> <p>School Chaplain</p> <p>School community</p>	<p>Fortnightly meetings</p> <p>Matrix created term 1.</p> <p>Handbook created term 1.</p> <p>Weekly newsletter articles.</p> <p>Family launch term 1.</p>	<p>Decrease in incident reports</p> <p>Student absence data will reflect a decrease in absenteeism</p> <p>Improvement in behaviour data in parent opinion survey.</p> <p>Anecdotal improvement in general student behaviours documented in meeting minutes.</p> <p>Increase in positive school climate through parent and staff opinion surveys.</p> <p>Positive anecdotal feedback from parents documented in school council and/or SSG minutes.</p> <p>Database reflecting SWPBS data used to inform teaching, documented in staff meeting minutes.</p>												

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To create and maintain positive partnerships with various community groups for the advancement of student outcomes.	Targets	<ul style="list-style-type: none"> • Mean scores in the Parent Opinion Survey will average 6.00 over the four year period for School Improvement and General Satisfaction. • Improve mean scores in the School Staff Survey for Collective Efficacy from 63% endorsement in 2014 to 68% endorsement in 2018. • Echuca Specialist School Staff will meet with staff from Echuca West and Echuca South Primary schools three times a year. Currently the staff from the schools have only met once. • The school has partnerships with local primary schools and a few community groups. These partnerships are not formally recognised. We will create a register of partnerships and increase these over the term of our strategic plan. 		
	12 month targets	Parent and community involvement increase to 89.			
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 positive partnerships with community groups and local schools, including strategically working with South/West Primary schools and Echuca College.	<ul style="list-style-type: none"> • Staff complete learning walks at local schools. • Develop a communication plan with ESPS and EWPS. • Curriculum focussed meetings are held to discuss how the schools can support each other. • Support other schools with students with additional learning needs and dual enrolled students. • Actively participate in the One and All program. 	<p>Leadership Professional Development with leadership coach.</p> <p>Replacement of staff to complete learning walks.</p> <p>Protocols for learning walks developed and followed.</p> <p>Staff meet with other school staff twice throughout the year.</p> <p>Staff at South/West/College attend a curriculum day together.</p> <p>School councils of West/South/Specialist School meet.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Department Leaders</p> <p>Teachers</p> <p>ES</p> <p>Trainees</p> <p>Families</p> <p>School Chaplain</p> <p>School community</p>	<p>Throughout the year.</p> <p>End of term 1</p> <p>End of term 3</p>	<p>Protocols followed, completed and feedback given on observations across the school and between schools.</p> <p>Minutes of meeting reflect positive interaction between schools.</p> <p>A meeting timetable is developed between the schools.</p> <p>Emails demonstrating communication between schools.</p> <p>Performance and development plans show evidence of collaboration between schools and peers.</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	