

2016 Annual Implementation Plan: for Improving Student Outcomes

5106

KINGSWOOD PRIMARY SCHOOL 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed  Name Rosemary Cosentino Date 2 nd December, 2015
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed  Name: Simon Hamilton Date: Wednesday, March 02, 2016

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 SL, 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>The priority 'Excellence in teaching and learning' and the initiative 'Building practice excellence' have been selected to support the improvement pathway from a good to a great school (Powerful Learning and Teaching Project). Kingswood recognises the importance of a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience. We will focus on building consistency and quality of teaching practice across the school to lower in-school variation in student performance. Evaluation of school data indicates variation in student outcomes in Reading and Writing. The data also indicates the need to extend students working above the expected level, ensuring that all students make twelve months progression within the year.</p> <p>The 'Professional leadership' priority and 'Building leadership teams' initiative have been selected to strengthen succession planning and to develop capabilities of the leadership team. Kingswood has identified the need to focus on distributed leadership so leaders can understand their role to lead student learning. In the 2015 Staff Opinion Survey 'Teacher Collaboration' variable indicates the need to for leaders to influence decisions about planning school improvement.</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"> Build teacher capacity and whole school Literacy pedagogy. Building teacher capacity through 'Theories of Action' research project. Develop a Thinking Culture and framework to foster success.
Building leadership teams	<ul style="list-style-type: none"> Build Leadership capacity through attendance at Bastow Leading Literacy course Facilitate one on one coaching for individual members of the leadership team Develop effective assessment practices in Literacy, with a focus on formative assessment in teams. Building Leadership-capacity through participation of the Theories of Action research project

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																																
Goals	To extend levels of student achievement through high quality teaching in a stimulating environment.																																																															
Targets	<p><u>NAPLAN</u> 90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Reading & Writing as measured by NAPLAN results 90% students in Year 3 and Year 5 to be at or above the state mean in Reading & Writing as measured by NAPLAN results</p> <p><u>AusVELS</u> 99% of students in cohort groupings to show at least 12 months or more of learning growth in Reading & Writing as measured by AUSVELS data teacher judgements 95% of students in cohort groupings to be at or above the expected level in Reading & Writing as measured by AUSVELS data teacher judgements</p> <p><u>STAFF OPINION SURVEY</u> Increase Guaranteed & Viable Curriculum variable from a whole school percentage of endorsement of 91% to 95%</p> <p><u>ATTITUDES TO SCHOOL SURVEY</u> Stimulating Learning variable to be above 50th percentile.</p> <p><u>PARENT OPINION SURVEY</u> Learning Focus variable to be above state mean with a percentile rank in the 3rd quartile and a mean score above 6.0</p>																																																															
12 month targets	<p><u>NAPLAN</u> 90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Writing as measured by NAPLAN results</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>DOMAIN</th> <th>2013 - 2015</th> <th>%</th> <th>2014 - 2016</th> <th>%</th> <th>2015 - 2017</th> <th>%</th> <th>2016 - 2018</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>WRITING</td> <td></td> <td>87%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>To increase by 5% the number of students achieving at Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) in NAPLAN Writing</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>DOMAIN</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td colspan="5">Year 3 - % achieving at Bands 5 & 6</td> </tr> <tr> <td>WRITING</td> <td>65%</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5">Year 5 - % achieving at Bands 7 & 8</td> </tr> <tr> <td>WRITING</td> <td>21%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>AusVELS</u> 90% of students P-6 to show at least 12 months or more of learning growth in Writing as measured by AUSVELS data teacher judgements</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>WRITING</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>P-6</td> <td>87%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>90% of students P-6 to be at or above the expected level in Writing as measured by AUSVELS data teacher judgements</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>WRITING</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>P-6</td> <td>84%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>STAFF OPINION SURVEY</u> Increase Guaranteed & Viable Curriculum variable from a whole school percentage of endorsement of 91%</p> <p><u>ATTITUDES TO SCHOOL SURVEY</u> Stimulating Learning variable to be above 50th percentile.</p>	DOMAIN	2013 - 2015	%	2014 - 2016	%	2015 - 2017	%	2016 - 2018	%	WRITING		87%							DOMAIN	2015	2016	2017	2018	Year 3 - % achieving at Bands 5 & 6					WRITING	65%				Year 5 - % achieving at Bands 7 & 8					WRITING	21%				WRITING	2015	2016	2017	2018	P-6	87%				WRITING	2015	2016	2017	2018	P-6	84%			
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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 teacher capacity and whole school Literacy pedagogy.	<p>To continue to develop a school wide approach to Writing pedagogy (how).</p> <p>To develop knowledge and understanding of the elements of writing (what).</p> <p>To develop leadership capacity in Literacy.</p>	<p>Engage a Writing consultant to deliver whole school professional learning.</p> <p>Writing consultant and team leaders to coach teachers at team planning sessions.</p> <p>Two staff members to attend Bastow 'Leading Literacy' course.</p>	<p>Professional Development Co-ordinator RH</p> <p>Team Leaders Writing Consultant TBC</p> <p>Literacy coordinators VS & KD</p>	<p>Terms 1-4 weekly workshops & coaching sessions</p> <p>Terms 2-3 July-Sep</p>	<p>Documented whole school lesson structure and teaching approaches in Writing.</p> <p>Improvement in number of students working above the expected level.</p> <p>Literacy coordinators lead the Literacy priority team and complete school based action research project.</p>
Develop effective assessment practices in Literacy, with a focus on formative assessment.	To use PLT to moderate writing samples and determine learning focus.	Develop PLT protocols to be implemented at all team levels.	<p>Team Leaders</p> <p>Writing consultant TBC</p>	Terms 1 Week 7	<p>Teachers use formative assessment to determine teaching focus.</p> <p>Protocols used twice per term in PLT meetings.</p>
Develop a thinking culture and framework to foster success.	Professional learning in Thinking and the Teaching for Understanding Framework.	<p>Allocate meeting time to professional learning sessions – whole school or priority team.</p> <p>47% teaching staff attending Project Zero Melbourne Conference.</p>	<p>Thinking Cultures co-ordinator SC</p> <p>PD Coordinator RH</p>	<p>Terms 2- Week 6 & 8</p> <p>Term 1- March 5 & 6</p>	<p>Whole school Thinking framework evident in Literacy and Inquiry planning documents.</p> <p>Staff collaboration in the Google classroom – 'Thinking Cultures'.</p> <p>Sharing of learning and further professional learning sessions conducted by staff.</p>
Building leadership capacity through Theories of Action research project.	<p>Develop common knowledge and understanding of 'Harnessing Learning Intentions, Narrative & Pace' and 'Set Challenging Learning Tasks'.</p> <p>Introduce whole school theory – 'Adopt Consistent Teaching Protocols.'</p> <p>Learning Walks conducted by Principal class.</p> <p>Facilitate one on one coaching for individual members of the leadership team</p>	<p>Whole school professional learning – Curriculum Day, Twilight sessions, PL workshops and Leadership team meetings.</p> <p>Leadership team attending Powerful Learning sessions conducted by Wayne Craig / David Hopkins.</p> <p>Learning Walks to be scheduled fortnightly.</p> <p>Call for expression of interest from the leadership team</p> <p>Continua for school improvement – building leadership teams</p>	<p>Leadership Team</p> <p>Leadership Team</p> <p>Principal class RC RH AC</p> <p>Principal</p> <p>Leadership team</p>	<p>Curriculum Day 27th Jan 2016 Dates TBC for the following: Twilight sessions X 2 3 X Full days Term 2-4 Half Days X 2</p> <p>Terms 1-4</p> <p>Terms 1-4 ongoing</p> <p>Term 2-4</p> <p>Term 2</p>	<p>Learning Intentions visible in all classrooms P-6, included in all planning documents and clearly articulated by the students.</p> <p>Planning documents to include challenging learning tasks.</p> <p>Documented Consistent Teaching Protocols.</p> <p>Data from McRel Power Walkthrough app.</p>

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ENGAGEMENT																									
Goals	To improve student engagement by extending opportunities for personalised learning.	Targets	<p>ATTITUDES TO SCHOOL SURVEY Teacher Effectiveness variable to be above 50th percentile.</p> <p>PARENT OPINION SURVEY Stimulating Learning, Extra Curricula & Student Motivation variables to be above state mean with a percentile rank in the 3rd quartile and a mean score above 6.0</p> <p>STAFF OPINION SURVEY Increase Academic Emphasis variable from a whole school percentage of endorsement of 85% to 90%</p> <p>AusVELS 80% of students in cohort groupings to show at least 12 months or more of learning growth in Thinking & ICT as measured by AUSVELS data teacher judgements 90% of students in cohort groupings to be at or above the expected level in Thinking & ICT as measured by AUSVELS data teacher judgements</p>																						
		12 month targets	<p>ATTITUDES TO SCHOOL SURVEY Teacher Effectiveness variable to be above 50th percentile.</p> <p>STAFF OPINION SURVEY Increase Academic Emphasis variable from a whole school percentage of endorsement of 86%</p> <p>AusVELS 95% of students in cohort groupings to show at least 12 months or more of learning growth in Thinking as measured by AUSVELS data teacher judgements</p> <table border="1"> <thead> <tr> <th>THINKING</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>3-6</td> <td>93%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>98% of students in cohort groupings to be at or above the expected level in Thinking as measured by AUSVELS data teacher judgements</p> <table border="1"> <thead> <tr> <th>THINKING</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>3-6</td> <td>96%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			THINKING	2015	2016	2017	2018	3-6	93%				THINKING	2015	2016	2017	2018	3-6	96%			
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Provide opportunities to develop student creativity. Increase opportunities for student choice.	Investigate 'Genius Hour' or similar programs such as 'Maker Space', linking with the Habits of Mind.	Professional learning workshops, individual or team action research.	Karen Boyes Anthony Speranza (St Marks) Teachers	April 12 th – 14 th Term 2	'Genius Hour' investigations shared, discussed and trialled.																				
Implement Student Led Conferences (SLC) P-6.	Introduce SLC P – 2. Continue SLC Year 3 – 6. Develop student reflective practices, goal setting and documentation.	Leadership team discussion / plan focusing on the structure for SLC and use of purposeful student evidence.	Leadership team Classroom teachers	Terms 1 & 2 Week 6	P-6 Student Led Conferences. Parent and student feedback.																				

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


WELLBEING					
Goals	To improve student wellbeing through further development of structures and programs.	Targets	ATTITUDES TO SCHOOL SURVEY Student Distress variable to be above 50 th percentile. Teacher Empathy variable to be above 50 th percentile. PARENT OPINION SURVEY School Improvement, Approachability, Parent Input & General Satisfaction variables to be above state mean with a percentile rank in the 3 rd quartile and a mean score above 6.0		
		12 month targets	ATTITUDES TO SCHOOL SURVEY Teacher Empathy variable to be above 50 th percentile. KINGSTON YOUTH RESILIENCE SURVEY (Andrew Fuller) Measure of resilience to increase by 2%		
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 teacher capacity to provide programs and activities, which support student wellbeing.	Consolidate the implementation of the Kimochis program P-2. Continue process for e-Smart Schools accreditation. Continue process for Healthy Active Achievement Program accreditation.	Purchase additional resources for all units P - 2. Teams to plan explicit lessons with Kimochis and train new staff. Collecting and creating evidence and policies to support accreditation in e-Smart. Collecting and creating evidence to support accreditation in Active Achievement Program.	Wellbeing coordinator RH & EP & Teachers ICT coordinator AC Coordinator JH	Term 1 Term 1 – 2, then ongoing. Term 2 Term 2	Kimochis integrated into the curriculum and students using the language. Kimochis accessed in classrooms by students as needed. Kimochis classroom displays. e-Smart Schools accreditation. Healthy Active Achievement Program accreditation.
Foster student resilience with a focus on emotional intelligence.	Continue KidsMatter accreditation Participation in Dingley Village Schools' Resilience Project Conduct 2016 Kingston Youth Resilience Survey Years 4-6	Professional learning in KidsMatter Components 2 & 3. STRIDE Program – Students Years 3-6 Teachers collaborating with the other two Dingley Schools. Online survey.	Wellbeing coordinator & KidsMatter leader KB & RH School based STRIDE Facilitators LB, AW, MC, BM Classroom teachers	Terms 1-4 ongoing Term 3 or 4 Date TBC Term 1 Week 5	Stages 1 & 2 Kids Matter accreditation. Student feedback from Dingley Village Schools' Resilience Project via Google form. Comparison with 2015 baseline Kingston Youth Resilience Survey data.
Conduct parent information session about student wellbeing.	Parent programs for wellbeing. Prep Transition Parent programs. Kimochis information night. Parent Q & A with the Principal	Hugh van Cuylenburg parent information night. Resilience Survey parent and school council wellbeing sub committee feedback session. Present at Information Night. Newsletter articles re resilience. Junior school to conduct Kimochis Night. Schedule once per term.	Wellbeing coordinator and Principal class EP & RH Wellbeing coordinator EP Team Leaders Principal	Term 3 Date TBC Term 4 Week 4-8 Term 1 Date TBC	Parent programs feedback. Attendance at programs. Attendance at programs. Attendance.

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PRODUCTIVITY					
Goals	To allocate resources to better support improvement in student learning.	Targets	PARENT OPINION SURVEY Stimulating Learning, Extra Curricula & Student Motivation variables to be above state mean with a percentile rank in the 3 rd quartile and a mean score above 6.0 STAFF OPINION SURVEY Increase Academic Emphasis variable from a whole school percentage of endorsement of 85% to 90%.		
		12 month targets	STAFF OPINION SURVEY Increase the Academic Emphasis variable percentage of endorsement to 87%. Increase the Teacher Collaboration variable percentage of endorsement to 70%.		
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 teacher capacity in the purposeful use of ICT	Whole staff PL – sharing ideas, resources, and experts in ICT. Host 2016 ICT iii Conference.	Timetabling PL sessions 2016 ICT iii Conference organisation.	ICT Leader and working party AC	Terms 1 – 4 ongoing Term 3- Aug 12 th	Competent use of ICT as measured by Google forms and Power Walkthrough app data. 2016 ICT iii Conference delegate feedback.
Further develop a Culture of Thinking	International accreditation for Habits of Mind.	Habits of Mind Action Plan finalised and presented for accreditation. Engage consultant, organise timetabling opportunities.	Karen Boyes Consultant Thinking Culture coordinator SC	Term 1- Week 8 April 12 th – 14 th	International Accreditation.
Make provision for collaborative planning and teaching to support 3 rd millennium learning	Introduce Engineering and Coding / Robotics as STEM subjects Years 3 – 6. Promoting team responsibility for cohort achievement.	Provision for collaborative planning Employed teaching staff to conduct specialist programs. Build capacity of team leaders via Leadership meetings and coaching.	Principal class RC, RH & AC	Terms 1 – 4 ongoing	Timetable. Student feedback on Engineering and Coding / Robotics subjects via Google forms. Increased self efficacy in leadership as measured by SWOT analysis.
Improved facilities that support 3 rd millennium students	Complete oval project.	Working party to engage contractors as needed.	School council SL	Term 1- Week 1-6	Four lane synthetic running track, synthetic cricket pitch and newly sown grass oval, including irrigation system.

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	
To continue to develop a school wide approach to Writing pedagogy (how).		Documented whole school lesson structure and teaching approaches in Writing.			\$50,000 (Writing consultant)
To develop leadership capacity in Literacy.		Literacy coordinators lead the Literacy priority team and complete school based action research project.			\$4800 (Bastow)
Professional learning in Thinking and the Teaching for Understanding Framework.		Sharing of learning and further professional learning sessions conducted by staff.			\$12,380 (PZC Conference)
Develop common knowledge and understanding of 'Harnessing Learning Intentions, Narrative & Pace' and 'Set Challenging Learning Tasks'. Introduce whole school theory – ' Adopt Consistent Teaching Protocols'.		Data from McRel Power Walkthrough app.			\$8400 (Powerful Learning & Teaching) \$2000 McRel Power Walkthrough App
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	
Investigate 'Genius Hour' or similar programs such as 'Maker Space', linking with the Habits of Mind.		'Genius Hour' investigations shared, discussed and trialled.			\$10,000 (Karen Boyes)
Introduce Student Led Conferences P – 2. Continue Student Led Conferences Yr 3 – 6.		Parent and student feedback.			

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	
Continue KidsMatter accreditation.		Stages 1 & 2 Kids Matter accreditation.			
Consolidate the implementation of the Kimochis program P-4.		Kimochis integrated into the curriculum and students using the language.			\$2900 (Kimochi Kits)
Participation in Dingley Village Schools' Resilience Project.		Comparison with 2015 baseline Kingston Youth Resilience Survey data.			\$1,400 (STRIDE)
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	
International accreditation for Habits of Mind.		International Accreditation.			\$1,500
Host 2016 ICT iii Conference.		2016 ICT iii Conference delegate feedback.			\$56,420
Introduce Engineering and Coding / Robotics as STEM subjects Years 3 – 6.		Student feedback on Engineering and Coding / Robotics subjects via Google forms.			\$2000 (Engineering) \$3000 (Coding)
Complete oval project.		Four lane synthetic running track, synthetic cricket pitch and newly sown grass oval, including irrigation system.			\$85,000