2016 Annual Implementation Plan: for Improving Student Outcomes

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McKinnon Primary School 2015

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed………………………………………. Name: Andrew Popov Date: 21 March 2016
Endorsement by School Council	Signed………………………………………. Name: Carly Griffen Date: 21 March 2016
Endorsement by Senior Advisor	Signed………………………………………. Name: Stuart Andrews Date: 21 March 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 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.
Professional leadership – building leadership teams
This area has been identified to specifically build the leadership capacity of our middle-level leaders to be effective in leading teams, so that we maximise our ability to strengthen the school improvement agenda.
Positive climate for learning – empowering students and building school pride
This area has been identified to specifically improve student engagement in all areas of the curriculum, particularly Science and the Cross Curriculum Priorities and through the trans disciplinary approach of the PYP framework. It also links with an effort to provide the students of McKinnon Primary School with positive psychology strategies to enhance the academic performance and wellbeing.

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
Professional leadership – building leadership teams	• To build the leadership capacity to maximise the school improvement agenda. • To ensure staff professional learning is targeted at the identified needs of staff and in line with the strategic intent.
Positive climate for learning – empowering students and building school pride	• To increase student connectedness to all aspects of school life: curriculum, social and community. • Improve student engagement through the increased focus of Science and Cross-Curricular Priorities to foster their connectedness to the local, national and global community. • To deliver a positive education program that employs Positive Psychology strategies Foundation-Year 6.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT				

Goals	To optimise student learning outcomes across the school particularly in English and Mathematics.
	
	To embed the cultural and international approach to teaching of Chinese Mandarin language and cross-curriculum Priorities of the AusVELS across the school.
		Targets	• Ensuring the majority of students will achieve 14 months growth in all areas of English and Mathematics in a calendar year based on AusVELS.
			• 100% of Foundation Level (deemed capable) students reading at an accuracy level of 96% and above, at Level 7 with satisfactory comprehension.
			• 100% of Year 2 students (deemed capable) reading at an accuracy level of 96% and above, at Level 22 with satisfactory comprehension.
			• **By 2018 in NAPLAN:**
			  • Year 3 Reading, 87% of students will be assessed at or above Band 4 compared to 2014 at 84%.
			  • Year 5 Reading, 80% of students will be assessed at or above Band 6 compared to 2014 at 76%.
			  • Year 3 Spelling, 80% of students will be assessed at or above Band 4 compared to 2014 at 76%.
			  • Year 5 Spelling, 80% of students will be assessed at or above Band 6 compared to 2014 at 75%.
			  • Year 3 Numeracy, 85% of students will be assessed at or above Band 4 compared to 2014 at 82%.
			  • Year 5 Numeracy, 80% of students will be assessed at or above Band 6 compared to 2014 at 77%.
			  • By 2018 learning growth in all areas of English and Mathematics improves by 10% based on the National Means Score.
			• 100% of students participating in differentiated explicit Teaching and Learning in Mandarin (languages), Foundation to Year 6.
			• Based on McKinnon Primary School Assessment model all students will show an individual improvement level on an annual basis for Mandarin.
			• Formalising and embedding the Mandarin Engagement Program in Year 3.		

		12 month targets	• **Year 3 Reading**, 86% of students will be assessed at or above Band 4 compared to 2014 at 84%. (2015 – 84.4%) • **Year 5 Reading**, 78% of students will be assessed at or above Band 6 compared to 2014 at 76%. (2015 – 76.6%) • **Year 3 Spelling**, 86% of students will be assessed at or above Band 4 compared to 2014 at 76%. (2015 – 86%) • **Year 5 Spelling**, 76.5% of students will be assessed at or above Band 6 compared to 2014 at 75%. (2015 – 76%) • **Year 3 Numeracy**, 84% of students will be assessed at or above Band 4 compared to 2014 at 82%. (2015 – 83.1%) • **Year 5 Numeracy**, 80% of students will be assessed at or above Band 6 compared to 2014 at 77%. (2015 – 72.5%)		

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

Develop McKinnon's best practice in Teaching and Learning of English and Mathematics, which support and extend all students on a personalised basis.	• Continue to provide professional learning to support consistent and effective data collection and analysis to inform differentiation.
	  o Implementation of whole school Mathematics testing using Essential Assessment – Mathematics
	  o Review current practices of teaching and learning of Spelling F-6 within the dimension of Writing.
		• Professional Learning of data driven differentiation.
		• Teams to review weekly planning documents for Mathematics and English.
		• Purchase Essential Assessment – Mathematics and facilitate Professional Learning
		• Review the current practices of Learning and Teaching of Spelling within the English Domain.
			• Leadership Team
			• English Leading Teacher
			• Maths Leading Teacher
			• Whole staff
				• Ongoing	• Reviewed differentiation practices in planning documents F-6.
					• Data analysis and team moderation drives differentiation in English and Mathematics planning.
					  o Whole-school English and Mathematics weekly planning documents developed.
					  o Increased confidence in teacher judgment when marking beyond benchmark based on evidence.
					• School-wide use of Essential Assessment - Mathematics to inform teaching introduced.
					• Documentation outlining current spelling practices and identification of areas for improvement within the Dimension of Writing.
					• **English and Mathematics 12 month targets:**
					  o **Year 3 Reading**, 86% of students will be assessed at or above Band 4 compared to 2014 at 84%. (2015 – 84.4%)
					  o **Year 5 Reading**, 78% of students will be assessed at or above Band 6 compared to 2014 at 76%. (2015 – 76.6%)
					  o **Year 3 Spelling**, 86% of students will be assessed at or above Band 4 compared to 2014 at 76%. (2015 – 86%)
					  o **Year 5 Spelling**, 76.5% of students will be assessed at or above Band 6 compared to 2014 at 75%. (2015 – 76%)
					  o **Year 3 Numeracy**, 84% of students will be assessed at or above Band 4 compared to 2014 at 82%. (2015 – 83.1%)
					  o **Year 5 Numeracy**, 80% of students will be assessed at or above Band 6 compared to 2014 at 77%. (2015 – 72.5%)

Develop staff capacity and confidence when teaching and assessing against EAL Standards (As per CIS Recommendation B6d).	• Continue to provide professional learning for the identification, teaching and assessment of EAL learners.	• Professional Learning from EAL experts	• Leadership Team	• Ongoing	• Improvement in teacher effectiveness and confidence when reporting against EAL standards.
	• Review the use of the TEAL program.	• Participate in TEAL review with DET.	• Leadership Team and TEAL Leader	• Ongoing	• Leadership team review participation in further TEAL practices.

Develop the capacity of specialist staff to teach Chinese Mandarin.	• All specialists Mandarin teachers utilise assessment data to inform differentiation of teaching and learning.
	  o Embed consistent assessment practices.
		• Participate in professional learning on effective assessment strategies.
		• Administer assessment and design database.
			• Mandarin Team
			• Leadership Team
				• Ongoing	• All specialist Mandarin teachers to provide differentiated learning underpinned by assessment data.
					  o Specialist Mandarin teachers to identify a learning goal with a focus of assessment for their performance and development mid and end cycle process.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT				
Goals	To improve student engagement levels in all areas of the curriculum. Engage students through the transdisciplinary approach of the PYP framework and Cross Curriculum Priorities (Aboriginal and Torres Strait Islander History and Cultures, Asia and Australia's Engagement with Asia and Sustainability) of the National Curriculum with particular emphasis on Science.	**Targets**	• 100% of students participate in surveys about their attitude towards the Units of Inquiry as part of the IB Curriculum. **Cohort Comparison:** • To improve the student satisfaction level to *Stimulating Learning* of the Attitudes to School Survey to be at 4 or above compared to 2014 at 3.85 in Year 6. • To improve the results of the variable; *School Connectedness* of the Students Attitudes to School Survey, to be at or above state mean. • Improve the strategic use and frequency of digital technologies within the classroom, based on trends emerging from all staff engaging with the ePotential Matrix (DET) through targeted professional learning. • To increase the presence and focus of Science in the Units of Inquiry F-6. • Based on the McKinnon Primary School Leadership Program feedback the majority of students will indicate satisfaction with the Student Leadership Program. • To further embed the Cross Curriculum Priorities of the National Curriculum through Units of Inquiry F-6.		
		12 month targets	• 100% of students (F-6) participate in at least one survey about their attitude toward the Unit of Inquiry as part of the IB curriculum. • 100% of staff engage with the ePotential Matrix, with trends analysed and professional learning provided in-house to strengthen areas of weakness in the use of specific technologies. • 100% of Year 6 and Year 5 students to complete a survey to reflect on the Student Leadership Program, to inform the review and modification of the Student Leadership Program. • Year Level teams to complete review and modification of current Unit of Inquiry to ensure Cross-Curricular priority are met.		

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 increase student connectedness to all aspects of school life: curriculum, social and community.	• Survey students in all year levels to evaluate a Unit of Inquiry.	• Design a Survey to review student engagement with a Unit of Inquiry.
		  o Design survey questions appropriate to the year level.
			• PYP Leading Teacher
			• Year Level Teams
				• Ongoing	• Teachers implement the student feedback survey for three units of inquiry.
					  o Teams review the results of student surveys in planning meetings and feedback to leadership and students

	• Review and modify the student leaders program to empower our students. o Develop a term calendar of student leadership actions.	• Exit survey of student leaders each term.	• Year 6 Team.	• Ongoing	• Student Leaders are regularly leading school initiatives
	• Teachers complete ePotential Matrix to assess their current skills.	• ePotential Matrix completed by all staff	• ICT Coordinator	• Term 2	• All staff to review their current use of technology in teaching and learning across the school

Improve student engagement through the increased focus of Science and Cross-Curricular Priorities to foster their connectedness to the local, national and global community.	• Develop a McKinnon Science scope and sequence which aligns with Victorian Curriculum and PYP scope and sequence with attention to the 'scientific method'.	• Review other like school's Science scope and sequences. Incorporate PYP Science scope and sequence.
		  o Attend Professional Learning sessions
			• PYP Leading Teacher
			• Whole staff
				• Ongoing	• The Science Faculty of McKinnon Secondary College to provide feedback on the scientific understandings and knowledge of our graduate students.
					• **Engagement 12 month targets:**
					  o To improve the student satisfaction level to *Stimulating Learning* of the Attitudes to School Survey to be at 4 or above compared to 2014 at 3.85 in Year 6. (2015 – 3.90 School, 4.11 State mean)
					  o To improve the results of the variable; *School Connectedness* of the Students Attitudes to School Survey, to be at or above state mean (2015 – 4.19 School, 4.39 State mean)

	• Review to implement the Cross-Curriculum Priorities F-6.	• Review the current Cross curriculum Priorities document and consider the used of Curriculum Tables for each unit of inquiry o Year level teams to review the current 'related concepts' included within Units of Inquiry planning	• PYP Leading Teacher	• Ongoing	• Review the current relevance of the Cross-Curriculum Priority links document F-6

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	To provide a supportive, safe and stimulating environment for all students.	**Targets**	By 2018 • Ensure that the variable of *Student Morale* in the Students Attitudes to School Survey is above State mean and improves annually. • Parent Opinion Survey means in the overall school *General Satisfaction* variable is at or above State mean and improves annually. • Student attendance levels for Foundation to Year 6 are above State wide levels.
		12 month targets	• All staff and Year 5 and 6 students will have identified their signature strengths (top 5) and to inform conversations about our ability to work cohesively whilst also to enhance individual's understandings of themselves. • All students in the Foundation level will be familiar with each of the Kimochi characters and will have developed their ability to articulate a range of emotions as described in the Kimochi framework. • All staff will implement key strategies from the professional learning with Jenny Mackay to successfully manage interactions with students from F-6

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 deliver a positive education program that employs Positive Psychology strategies Foundation-Year 6.	• Provision of professional learning, coaching sessions and information sessions that continue to emphasise the school's approach to Positive Education within the school and home, reflective of the school's Student Engagement Policy	• Professional Learning
		• Purchase of learning materials
		• Professional readings
			• Leadership Team
			  o Home Group Teachers
				• Ongoing from Term 2	• Students in Foundation - Year 4 to reference the qualities of the Kimochi characters and make connections to the VIA character strengths.
					  o Equity Funding directed to the purchase of Kimochi resources for students in Foundation – Year 4

					• All staff and students in Year 5 and 6 can articulate their "strengths" within the context of the personal and social strands of the Victorian Curriculum.
			• Leadership Team	• Ongoing from Term 2	• The Leadership Team have an understanding of growth mindsets, specifically the research of Carol Dweck.

Improve student wellbeing in partnership with the school community.	• Involve and inform parents in understanding McKinnon Primary School's wellbeing approach, specifically toward behaviour management strategies	• All parents/carers and all staff	• Leadership Team
			  o Jenny Mackay
				• Ongoing from Term 2	• Implementation of specific strategies to reinforce the student engagement policy as provided by and discussed with Behaviour Management Consultant, Jenny Mackay.
					  o Reinforcement of the concepts shared by Jenny Mackay through the newsletter, awards and through the school's website.
					  o Equity Funding directed to the engagement of Jenny Mackay to provide professional learning specific to behaviour management strategies.
					• Wellbeing 12 month targets:
					  o *Student Morale* in the Students Attitudes to School Survey is above State mean and improves annually. (
					    ▪ **2015** – 5.55 School, 5.73 State mean
					    ▪ **2014** – 5.44 School, 5.75 State mean
					  o Parent Opinion Survey means in the overall school *General Satisfaction* variable is at or above State mean and improves annually.
					    ▪ **2015** – 5.44 School, 5.86 State mean
					    ▪ **2014** – 5.87 School, 5.88 State mean
					  o Student attendance levels for Foundation to Year 6 are above State wide levels.
					    ▪ **2015** 14.13 School – No State mean available
					    ▪ **2014** – 11.79 School – No State mean available

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals	To ensure that all school resources (physical, financial and human) are directed to maximising students' performance levels.	Targets	By 2018 • Parent Opinion survey response rates improve annually. • Parent Opinion survey in all variables are above state wide mean and improve annually. • Staff satisfaction levels based on overall score are above the state wide mean annually. • School audit reports from 2016 are all satisfactory and approved by school council. • Financial reporting will meet departmental guidelines on an annual basis.

		12 month targets	• Build leadership capacity with middle-level leaders through Bastow's *Creating a High Performance Learning Culture* program.
			• All teaching and non-teaching staff to engage in a minimum of 2 peer coaching sessions specific to an aspect of the individual's instructional capacity
			• Parent Opinion survey response rates improve annually.
			   ○ **2015** – 33.3% School
			   ○ **2014** – 100% School
			• Parent Opinion survey in all variables are above state wide mean and improve annually.
			   ○ **2015** – School Climate: Below, Student Behaviour: At, Student Engagement: Below
			   ○ **2014** – School Climate: At, Student Behaviour: Above, Student Engagement: Above
			• Staff satisfaction levels based on overall score are above the state wide mean annually.
			   ○ **2015** – 79.02 School, 80.01 State mean
			   ○ **2014** – 74.95 School, 80.00 State mean

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 ensure staff professional learning is targeted at the identified needs of staff and in line with the strategic intent.	• Targeted staff professional learning in: English, Maths, EAL, Science, Wellbeing and ICT.
	  ○ Engage Jenny Mackay and Marg Armstrong to provide professional learning in the area of student wellbeing.
	  ○ Peer coaching
		• Professional Learning
		• Timetabling
		• Allocation of human resources
			• Principal Class employees
			• Leading Teachers
				• Ongoing	• Engagement of all staff with professional learning opportunities with Jenny Mackay and Marg Armstrong.
					  ○ 'Circle Time' is incorporated across all Home Groups on a daily basis.
					• Professional learning schedules demonstrate comprehensive professional learning in targeted curriculum areas.

To explore and establish strategic partnership to enhance student outcomes.	• Continue Year 3 Mandarin Engagement Program.
	  ○ Continue sister school relationship.
	  ○ Explore and investigate the use of ICT tools such as Skype classrooms and E-pals.
		• Mandarin Sub-Program given financial prioritisation in school budget for 2016.	• Principal Class employees	• Ongoing	• Improve student performance of oral language in Mandarin specific to the Year 3 cohort.
					  ○ Positive relationship with our sister school with communication and the sharing of activities between schools.

	• Take a leadership role in the pilot of Internationalising Victorian Schooling Project.
	  ○ Continue ongoing relationship with DET International Division.
		• Active member of the IVSP Pilot	• Leadership Team	• Ongoing	• Active participation in forums and information session delivered by the Internationalising Victorian Schooling Project.
					  ○ Compliant with DET regulations for International Student Program.

To build the leadership capacity to maximise the school improvement agenda.	• Provide targeted feedback to enhance the quality of instruction for all students through sustained Peer Coaching.	• Undertake Professional Learning specific to the implementation of Peer Coaching.	• Leadership Team	• Ongoing	• All staff to be engaged in strategic and sustained conversations specific to pedagogical approaching using a consistent framework to base feedback on.
		• Peer Coaching embedded in PDP Plans.	• All Staff		• Provision of feedback against explicit criteria for all staff provided as evidence through the Professional Performance and Development cycle.
	• Explore professional learning opportunities for Level Leaders and other identified leaders in the school to build their capacity to lead teams.	• Undertake professional learning specific to leading self and others.	• Principal Class Employees		• Enhance capacity of Level Leaders and other identified leaders to effectively enact a distributed leadership approach.

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	