2016 Annual Implementation Plan: for Improving Student Outcomes

Clifton Springs Primary School

2016

Based on Strategic Plan 2016 – 2019

**Endorsements**

<table>
<thead>
<tr>
<th>Endorsement by</th>
<th>Signed....................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principal</td>
<td>Name Brent Richards</td>
</tr>
<tr>
<td></td>
<td>Date 26/4/2016</td>
</tr>
</tbody>
</table>

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<tr>
<td>School Council</td>
<td>Name Steph Towse</td>
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<tr>
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<td>Senior Advisor</td>
<td>Name Kerry Presser</td>
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</table>
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):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
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<tr>
<td></td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
</tr>
</tbody>
</table>

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 initiatives.

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.

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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.

The rationale behind selecting the initiative... **curriculum planning and assessment** as an improvement focus is that our school review report suggested that a consistent, whole school approach to teaching and learning and the collection and analysis of data is necessary for improving student learning outcomes. Over the past 4 years we have developed agreed approaches to teaching and assessment and have in the past year begun to focus far more closely on the use of evidence based practice. We feel that further developing our assessment and planning skills will allow us to have a more targeted and more effective approach to our curriculum delivery. Our use of equity funding will allow our teams to have team collaboration time to ensure planning is common across the team and school and leaders will have the opportunity to visit classes to assess how planning is transferring into practice.

As a school community we feel very strongly about putting students at the centre of what we do and we feel that the having the initiative... **empowering students and building school pride** as a focus initiative will further centre this work and allow us to build on the work we have been establishing in recent years. We feel that the more students are empowered in their learning the more intrinsically motivated they will be and that this will have a greater impact on their learning. This view is supported by our school review panel and our school council and the metacognitive skills and cooperative learning both rank highly in the Australian Teaching and Learning Toolkit.

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.

<table>
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<tr>
<th>Initiative</th>
<th>KIS</th>
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<tr>
<td>Curriculum planning and assessment</td>
<td>• Build teacher capacity and consistency of practice through a collaborative approach</td>
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<tr>
<td></td>
<td>• Teach to each student’s point of learning need</td>
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<tr>
<td></td>
<td>• Further develop and embed instructional models of practice</td>
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<tr>
<td>Empowering students and building school pride</td>
<td>• Deepen student engagement in learning practices through student voice and ownership</td>
</tr>
<tr>
<td></td>
<td>• Explore, develop and embed models which enable students to engage more in their learning both individually and cooperatively / collaboratively to improve their learning</td>
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# Annual Implementation Plan: for Improving Student Outcomes

## ACHIEVEMENT

### Goals

**Goals:**

Improve the learning outcomes of every student in literacy and numeracy.

### Targets

**All students (deemed capable) will show growth of at least 1.0 AusVELS level per year in reading, writing and number.**

**12 month targets**

All students (deemed capable) will progress by at least 1.0 AusVELS level per year in reading, writing and number. As evidenced by Teacher Judgments and diagnostic assessments e.g. Fountas and Pinnell, PAT Maths, EYNI, PLT Logs

### KIS

**ACTIONS:**

**what the school will do**

- **1.** Reorganising our timetable into 6 X 50min sessions to allow us to more effectively plan and deliver curriculum across the school.

- **2.** Release PLT leaders with an allocation of time to support professional practice through:
  - a. Building own practice with other leaders and coaches through Lesson Studies in Literacy and Numeracy
  - b. Assess and monitor curriculum delivery across their team, including monitoring curriculum delivery to ensure there is a match in planning, monitor and enhance practice within their team to ensure high quality curriculum delivery in all classes including:

- **3.** Building in Coaching/feedback models to challenge and support staff to meet our standards at CSPS

- **4.** Develop and embed active reflection and feedback protocols for students, teachers and staff across the school

<table>
<thead>
<tr>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
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| 100min Team Collaboration (TC) time for all teams, which equates to 50mins additional time for classroom teachers. Credit allocation $23,628 | Principal class team (PCO's) → PLT Leaders → to report to monitor, assess, feedback and plan via the CSPS Learning Cycle with staff as follows: PLT meetings → Leadership Team meetings → Observations and feedback → Team collaboration and Planning → Staff Meeting → PLT Meetings | By Start of School 2016
- Timetabled from term 1 and conducted throughout the year to term 4 | All teams and class teachers will be part of professional learning teams with access to:
  - TC time will be timetabled and all teams and classroom teachers will participate in TC time
  - Team leaders will have Direct support and coaching from team leader and consultants/specialists through lesson study approach
  - Active reflection will be a feature of lessons and built into planning |

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| 2 | Teach to each student’s point of learning. | 1. Continue to enhance and further refine our PLT model, which was been further developed in 2015.  
2. Conduct further professional learning on data literacy and effective use of data  
3. Moderation skills and practices further developed within teams, between teams, across the school and within local network to ensure teacher judgments are more accurate.  
4. Further develop data tracking and monitoring models.  
5. Evidence of student growth used to inform practice and planning  
6. Response To Intervention used to ensure students learning needs are met with particular attention being paid to students who “haven’t moved”  
7. High levels of shared accountability developed within teams and school to support our “team approach”  
8. Pilot the DET’s Insight assessment tool  
9. “Live” student reporting approach/learning tasks introduced | - Professional learning opportunities provided via staff meetings, readings, PLTs and consultants with a focus on Data literacy, effective use of data, support also provided by consultants  
- Action research and release to look further into assessment tools: which may include, PLT logs, proficiency scales, taxonomies, rubrics, tracking tools and the use of data walls with a focus on tracking growth.  
- Release staff to research, pilot and deliver a ‘Live’ student reporting process **KIS 2 is funded through Cash allocation $17,628**  
- Principal Class Team will ensure timetabling is in place  
- PLT leaders lead and manage PLTs  
- Leadership team to lead data implementation, RTI strategies  
- eLearning team and selected staff / a team to trial live reporting to “rapid prototype” and assist in rollout. | - PLT structures and protocols developed term 1. Further refined throughout 2016.  
- Data literacy Professional Learning conducted through Semester 1 and embedded in semester 2.  
- Student reporting researched and trialled in Semester 1 and rolled out in Semester 2. | ✓ All staff attend PLT meetings.  
✓ PLT logs in Reading, Writing, Spelling and Maths completed and informed by data.  
✓ Students plotted on PLT logs (continuums) and growth logged.  
✓ CSPS Assessment schedule followed.  
✓ Assessment and planning tools will continue to be developed to ensure a guaranteed and viable curriculum.  
✓ Insight Tool will be trialled within the school in 2016.  
✓ Moderation of work samples within teams, the school and local network.  
✓ Live/real time reporting introduced in selected classes/teams before whole school rollout in Semester2 |
| 3 | Further develop and embed instructional models. | 1. Further enhance and refine the Supporting Professional Practice Model:  
 a. Team leaders conducting Quality Assurance across leaders practice to ensure high standards are met for modelling and coaching  
 b. Team leaders providing coaching and support within teams  
 c. Walkthroughs conducted by Principals and Team leaders  
 d. Lesson studies conducted for Key concept lessons  
 e. Quality Practice Program (guided peer observations) conducted  
 f. Continue to review and refine our instructional models and handbooks. | - Supporting Professional Practice (SPP) models supported through allocated funding to release staff for: QPP, RDP and Lesson Study:  
**This is funded through a cash allocation of $5,000 per team and $10,000 for the 1/2 team. Total amount is $25,000**  
- Leadership team to enhance and refine our instructional models via leaders meetings and through PT’s  
- PLT leaders responsible for leading and managing teams. | - By end Term 1.  
- Team Leaders QA approach developed Term 1 then conducted throughout the year.  
- Walkthroughs termly in Literacy and Numeracy.  
- QPP cycle completed per semester  
- Instructional Models reviewed and new updated handbook released Term 1. | ✓ SPP Handbook reviewed and refined.  
✓ Team leaders will continue to refine practice between each other with the support of the leadership team.  
✓ Walkthroughs completed as per schedule for literacy and Numeracy.  
✓ Lesson studies completed as per schedule.  
✓ QPP followed as per schedule.  
✓ Instructional models and handbooks updated as required. |
### Annual Implementation Plan: for Improving Student Outcomes

#### ENGAGEMENT

**Goals**

Improve student engagement and empowerment in their learning.

**Targets**

12 month targets

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<td>1</td>
<td>Deepen student engagement in learning practices through student voice and ownership.</td>
<td></td>
<td></td>
<td></td>
<td>✓ Students have a process for actively engaging in learning through:</td>
</tr>
</tbody>
</table>
| | 1. Explore, develop and embed metacognitive and self-regulatory approaches which give students the tools and skills to problem solve as individuals | - Explore, develop and embed “Springs metacognitive model” through - Action research, into metacognitive models and explore rapid prototyping by individuals and teams to assist students in building knowledge of themselves as learners. Provide opportunities for students to be actively engaged in the learning process through:  
  - Further developing student and staff skills through research into: active reflection, feedback extending into; digital learning tools e.g. Plickers, seesaw, compass learning tasks, digital portfolios etc.  
  - Further development of learning tools such as rubrics, student surveys, feedback mechanisms  
  - Continued focus on student goals, student led conferencing through regularly revisiting our student goals model and student led conference (SLC) model. Student Goal setting handbook created.  
  - Further develop teacher capacity to know the learner and the point of need for learning. To be done via staff meetings, PLTs and professional readings.  
  - Introduction of assessment and learning tools such as rubrics, proficiency scales, taxonomies to clearly map student learning and progression  
  - Create cooperative learning opportunities for students and metacognitive models for problems solving. | Leadership Team (Leaders) to develop a strategy and investigate models in conjunction with innovate group.  
  - Rapid prototyping and testing undertaken by innovate group and presenting to and supporting whole staff.  
  - Innovate group to look at metacognitive models and cooperative learning approaches.  
  - Innovate group to look at active reflection and feedback protocols to further embed practice.  
  - Leadership team to assist innovate team in facilitating flow of skills and knowledge to all staff. | Beginning in Term 1 and developing through the year.  
  - Focus sessions in staff meetings and curriculum days in term 1 and 2.  
  - Beginning in term 1 with periodic feedback through terms 2 and 3 with a move to share learning through term 4.  
  - Beginning in term 1 with periodic feedback through terms 2 and 3 with a move to share learning through term 4.  
  - Terms 1 and Term 4 Student goals and student led conferencing reflections taken and upgraded / enhancements made to the SLC handbook and a goals handbook. | ✓ Students have a process for actively engaging in learning through:  
  - Measured through student feedback.  
  - Data referenced in TC and PLT sessions to identify point of need  
  - Assessment tools modelled through pilot teams  
  - Cooperative learning and metacognitive models introduced through Pilot teams and feedback given to staff  
  - Goal setting handbook created SLC handbook reflected on and enhanced.  
  - More explicit feedback given via teachers on assessments and conferences to students. |
## Annual Implementation Plan: for Improving Student Outcomes

### WELLBEING

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<tr>
<th>Goals</th>
<th>Targets</th>
</tr>
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</table>
| Enhance the wellbeing of all students. | Student Attitude to School Survey variable “Student Safety” to grow from 4.34 → 4.6 by 2019  
Student Attitude to School Survey variable “Connectedness to Peers” to grow from 4.28 → 4.5 by 2019  
Parent opinion survey “Student Safety” variable to grow from 4.75 → 5.5 by 2019 |

<table>
<thead>
<tr>
<th>12 month targets</th>
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</table>
| Student Attitude to School Survey variable “Student Safety” to grow from 4.34 → 4.4  
Student Attitude to School Survey variable “Connectedness to Peers” to grow from 4.28 → 4.32  
Parent opinion survey “Student Safety” variable to grow from 4.75 → 5 |

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| 1. Further embed the school values and Develop School Wide Positive Behaviour Practices. | - Kids Matter team along with the innovate wellbeing team to explore how to further embed our values throughout our school community including:  
  o Developing an updated CSPS Values Matrix for students.  
  o Further embed our values language into resilience and empowerment approaches for students.  
  o Continue to focus on leadership skills and confidence for students across the school.  
  - Student Wellbeing team to investigate SWPBS and access professional learning development and support on SWPBS  
  o Innovate wellbeing group to access professional learning on SWPB  
  o Innovate wellbeing group to lead the introduction of SWPB across the school.  
  o Develop Agreements  
  o Gather baseline Data  
  o Develop SWPBS strategies  
  o Implement  
  o Evaluate  
  o Reassess Data  
  - Develop and implement a school wide positive behaviour program within the Pilot group initially  
  - Roll out approach to all classes within the school and implement programs and strategies to support the social and emotional development of students through SWPB and Kids Matter. | - School Leadership team supported by the student welfare/Kids Matter Team and the SWPBS innovate group.  
  - SWPBS Innovate group  
  - SWPBS innovate group  
  - SWPBS with support of the leadership team roll out to other teachers and teams.  
  - School Community to give input in the development of the  
  - Implement the SWPBS approach in classes. | - Research and development begin in Term 1.  
  - Introduction of findings to the school and input from stakeholders to develop matrix and strategies through term 2  
  - Introduce SPBS approach to Kids Matter session with follow-ups in class.  
  - Whole school school in term 2  
  - Review progress as the end of each term to enhance for following term. | - School Values are further embedded through the use of the positive reinforcement strategies and links to the house program  
  - SWPBS group access Professional learning and report back to leadership team  
  - SWPBS piloted within the pilot group  
  - SWPBS implemented within all classes |

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- **Research and development**: Begin in Term 1.
- **Introduction of findings**: To the school and input from stakeholders to develop matrix and strategies through Term 2.
- **Introduce SPBS approach**: To Kids Matter session with follow-ups in class.
- **Whole school**: In Term 2.
- **Review progress**: As the end of each term to enhance for following term.
## Annual Implementation Plan: for Improving Student Outcomes

### PRODUCTIVITY

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<thead>
<tr>
<th>Goals</th>
<th>Improve the effective use of school resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>School Resources will be maximised to improve outcomes for students including upgrading the physical learning environment via the AMP process. By 2019 the school will have completed our current AMP and ensure the correct calculations are done for the next AMP process regarding previous funding.</td>
</tr>
<tr>
<td>12 month targets</td>
<td>Project to pass through Key facilities “gateways” and progress towards completion by end 2016.</td>
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| 1. Follow the Asset Management Planning AMP in conjunction with our architects 3D Studios, ARRUP Indec and DET Facilities Department | - Manage the Clifton Springs Primary School $1,100,000 facilities including:  
  - Continue to work through the design, planning and implementation of the AMP process.  
  - Attend Site meetings  
  - Liaise with Architects, DET Facilities Branch and Builders once appointed  
  - Complete planning and design documents ready for tender process  
  - Liaise with Architects, contractors and Facilities Branch to complete the project to a high level and within the budget allocation.  
  - Manage the building works to minimize negative impact on teaching and learning.  
  - Decant classrooms to allow teaching and learning to continue while working around building works  
  - Maximize the upgrade of the spaces within budget to ensure best possible outcome for students and the school.  
  - Provide endorsement letters for each process and liaise with the school council and community. | - Principal liaising with the environment committee and school council in conjunction with 3D studios ARRUP Indec and DET facilities division. | - Through 2016 and beyond ensuring the project is passing through various approval gates and works targets within adequate time frames.  
  - Tender and cost plan process Term 1  
  - Tender Process completed through Term 2 and contractor appointed.  
  - Works to begin Term 3  
  - Monitor process through remainder of 2016 and into 2017 as required. | ✓ Building works pass through various points and gateways including  
  - Passing through AMP Gate 2  
  - Passing through Cost plan A & B  
  - Tender process is completed in line with DET requirements  
  - Primary Contractor appointed  
  - Works undertaken Term 3  
  - Works progressing through the remainder of 2016.  
  ✓ Outcomes for students and the school maximised in line with the Strategic Plan  
  ✓ Disruption to programs and learning minimised |