2016 Annual Implementation Plan: for Improving Student Outcomes

[Lake Charm Primary School]

[2016]

Based on Strategic Plan [2015-2019]

Endorsements

Endorsement by School Principal	Signed…………………………………. Name……………………………………. Date…………………………………………
Endorsement by School Council	Signed…………………………………. Name……………………………………. Date…………………………………………
Endorsement by Senior Advisor	Signed…………………………………. Name……………………………………. Date…………………………………………

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.

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

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.
A major area of disadvantage identified by Lake Charm Primary and other small rural schools in the district is the social and professional isolation that can be experienced due to our low numbers of students and teachers. In 2016 it is planned that the small rural schools in the district (Quambatook, Nullawil, Ultima and Lake Charm) will work together to improve the quality of Teaching and Learning across the schools. The plan is to increase the opportunity for students and teachers to interact together professionally and socially.   **By the use of technology and a regular program of shared professional development and cluster days around the schools we aim to reduce the impact of social and professional isolation. Programs will be developed that focus on developing student leadership across the cluster. Planning of some common themes will enable students and teachers to share their expertise and to celebrate their Teaching and Learning with a wider community.**   **Another major focus is to continue the work to strengthen the relationship between Lake Charm Primary and the wider Lake Charm community. Feedback from parents and the community indicate that this has not been a strength of the school for some time.**   **As a result of the high turnover of teaching staff there needs to be constant reviewing of the teaching and learning needs of the school.**

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	• **To develop a whole school differentiated teaching and learning strategy.** • **To develop a more extensive and effective approach to teacher professional learning.**	
Curriculum planning and assessment	• **To develop a more comprehensive whole school assessment schedule.**	

Empowering students	- To review and expand the learning opportunities for students. - To engage the students through the enhancement of links with neighbouring schools and overseas schools. .
Building communities	To develop a program aimed at improving the engagement within the local and wider community.

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ACHIEVEMENT					
Goals	To improve students learning outcomes	**Targets**	That all students achieve more than one year's growth in a year.		
		12 month targets	That all students achieve more than one year's growth in a year in Reading and Number in On Demand Testing. That all grade 3-6 students' performance in On Demand Mathematics and English Adaptive will be on or above the expected level for each grade. Parent opinion survey to achieve – Stimulating Learning , Learning Focus and General Satisfaction to exceed 6.0.		

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 develop a whole school differentiated teaching and learning strategy.	• Review 2015 approach, identify areas needing improvement and work with cluster schools to develop a more effective whole school differentiated T & L strategy, especially in the area of Writing.	Initial review and planning with Lake Charm teaching staff reviewing individual student's learning needs. Conduct P.D. with teachers from Nullawil, Quambatook and Ultima, with special emphasis on Writing, via a series of P.D.s delivered through Polycom and attendance. Equity funding to be accessed.	All Lake Charm teaching staff. Small Rural Schools Cluster principals.	Term 1-Initial review and Lake Charm planning for L.C. Term 2-Cluster Writing P.D. Term 3- Cluster P.D.s to be decided.	Identify areas needing improvement and recorded strategy written and implemented. Improvement in students' writing as identified through Writing assessments eg. NAPLAN Writing Marking guide, and teacher judgements. Cluster schools participation in combined professional development.
To develop a more extensive and effective approach to teacher professional learning.	• Develop and implement a common plan for PD across the small rural schools cluster that caters for the identified needs of schools, and students and teachers across the schools. • All staff involved in PLT's and attend network PD, supported by consultants • Small school cluster planning and moderation sessions to be undertaken each term.	Common P.D. plan to be developed early in term 1 by Cluster schools. Conduct combined professional development through professional development days and after school professional P.D. Utilise the Polycom for regular P.D.s. Recruit experts eg. Janine Barnes (Writing) to lead P.D. A combined schools planning and moderation P.D. to be conducted each term. Budget to allocate funds for C.R.T. to enable attendance of staff at the P.D.s. Equity funding to be accessed.	Small School Cluster Principals.	Term 1-Plan to be developed in early term 1 and implementation to commence. Term 1-mid term 2 Afterschool Writing P.D.s conducted and completed. P.D. focus identified and to be undertaken each term.	Common Professional Development Plan to be written. Plan to identify needs of schools and professional development to be undertaken. Regular combined professional development to be undertaken. P.D. folder to record Cluster P.D.
To develop a more comprehensive whole school assessment schedule.	• Review the 2015 Assessment schedule and work with Rural Schools Cluster to develop and implement a more comprehensive approach to School Assessment.	Review with Cluster schools staff each school's Assessment Schedule and develop a common assessment schedule for the cluster. Budget to allocate funds for C.R.T. to enable attendance. Equity funding to be accessed.	Small school Cluster Principals.	Early term 1.	Assessment schedules published and being implemented.

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ENGAGEMENT

Goals		Targets	Student motivation will be at or above the state mean. Connectedness to school be at or above the state mean.
To build student motivation and connectedness to school. Plan to differentiate the curriculum to engage, support and challenge students.		12 month targets	The Parent Opinion Survey to indicate Transitions, Stimulating Learning, Reporting and School Connectedness to reach 6.0 . Student Opinion Survey to indicate Student Motivation and Connectedness to reach 5.8.

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 review and expand the learning opportunities for students.	Work with Small Rural School Cluster schools to review, plan and implement new learning opportunities for all students across the Cluster.	Conduct combined Cluster Schools professional development to review and plan for learning opportunities for all students across the cluster. C.R.T. release. Equity funding.	Small Rural Schools Principals.	Term 1 initial plan to be developed. Review each term. Ongoing.	Record of Cluster School's activities-digital portfolio, newsletters. Student surveys.
To engage the students through the enhancement of links with neighbouring schools and overseas schools.	To use I.T. (Polycom, computers, letters..) and regular group days to enable our students to develop relationships with students from our Small Rural schools Cluster, and from overseas eg. continue to interact with our links in Indonesia and the United States.	Schools to develop a plan for Cluster Days. Conduct regular Cluster Schools Group Days around the cluster based on various themes. Allocate equity funding to assist with transport costs. Conduct regular interaction between Cluster students through the use of Polycom, letters and email. Continue and enhance our links with Indonesian and U.S. schools through the use of I.T.	Small Rural Schools principals. Principal	Term 1 initial plan to be developed. Ongoing.	Student surveys. Evidence of interaction eg. letters, video conferencing and attendance at Cluster days.

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WELLBEING			
Goals	**To develop and nurture an inclusive, safe and supportive environment.**	**Targets**	**Attitudes to School Survey.** **Connectedness to school and peers, classroom behaviour and safety be above state mean.** **Parent Opinion Survey.** **Behavioural management and student engagement variables to be above state mean.**
		12 month targets	**POS variables Behavioural management and Student Engagement to reach 5.75.**

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 develop a program aimed at improving the engagement within the local and wider community.	To further develop greater links with local organisations eg. Senior Citizens, Sports Groups, Lions Club, Landcare…. To further develop social links between students from the Small Rural Schools Cluster.	Encourage involvement with community groups eg. forging links with Senior Citizens by students attending for card games, interviewing senior citizens. Lions Club Public speaking. Combined activities with Landcare. Concert to return to Local Hall. Regular articles in Lake Charm Chatter and distribution of Lake Charm Primary newsletter. To increase and formalise the links with small rural schools through regular, planned group days, to be conducted around the cluster each term. Equity funding to be accessed to cover transport costs.	School Principal. Small Rural school Principals.	Ongoing.	Parent and Student Opinion Surveys.

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PRODUCTIVITY					
Goals	To effectively align and enhance resources to maximise student learning and wellbeing outcomes. To develop an explicit and comprehensive whole school education program.	**Targets**	By 2018 Lake Charm primary records a surplus budget. School Improvement measured at or above state mean.		
		12 month targets	To reduce the credit deficit to a more manageable amount. To repay all of the outstanding 2014 deficit and a component of the 2015 deficit.		

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 effectively align and enhance resources to maximise student learning and wellbeing.	Manage the Global Budget through a reduction in the Staffing Deficit. Manage the budget to ensure there are funds to cover any staffing deficit. Use Equity Funding to cover the transport costs for visiting other schools and participating in Small School Cluster activities.	Reduce the Credit deficit through reducing the teaching staff allocation. Continue to manage the budget to ensure there are funds to enable school to repay the deficit from previous two years and to enable school to fund resources required for students learning and wellbeing. Continue to conduct fundraising eg. Pop Up Market. Use Equity funding to cover costs of Student Wellbeing programs eg. transport costs, student leadership courses.	Principal.	Ongoing.	Budget. School Global Budget. School fundraising.

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	