

# 2016 Annual Implementation Plan: for Improving Student Outcomes

Templestowe Heights Primary

2016

School Number 5004

Based on Strategic Plan 2015-2018

## Endorsements

Endorsement by School Principal	<b>Signed</b> <b>Name</b> Mr. Rhys Coulson <b>Date</b> 17 <sup>th</sup> March 2016
Endorsement by School Council	<b>Signed</b> Janene Hansford <b>Name</b> <b>Date</b> 18 <sup>th</sup> March 2016

Endorsement by Senior Advisor	<p><b>Signed</b> Mark Flack</p> <p><b>Name</b></p> <p><b>Date</b> 17<sup>th</sup> March 2016</p>
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### 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	Tick appropriate
Excellence in teaching and learning	<b>Building practice excellence:</b> Teachers, principals and schools will work together	√
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs	√
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence	
Positive climate for	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a	

Priority	Initiatives	Tick appropriate
learning	greater say	
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students	
Community engagement in learning	<b>Building communities:</b> 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.

### 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.

**Relative student growth and comparative (like schools) NAPLAN year 3/5 achievement data is below in writing, numeracy. Staff opinion survey indicates the domain of *collective responsibility* is significantly low (and below state mean). Attitudes to School results show *stimulating learning* and *teacher effectiveness* domains below state mean.**

**In order to reduce the variability between classrooms and in line with our strategic plan, a collaborative planning model focussing on a cycle of continuous assessment will be developed through consultation with staff and supported by instructional coaches. Through this model an agreed instructional model and viable whole-school reading curriculum will also be developed.**

### 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

#### 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.

Expand unit teams to develop Professional Learning Teams (PLT) that builds staff and leadership capability and a commitment to learning of every student.

Embed an agreed whole school approach to reading and writing that addresses the learning needs of all students

#### Building practice

**excellence:** Teachers, principals and schools will work together

Develop an agreed instructional model across the school that ensures:

- the gathering of student feedback to inform teaching
- explicitly stated learning intentions
- clearly identified and stated success criteria to ensure that students can articulate what and why they are learning
- consistency between and across year level classes



			<ul style="list-style-type: none"> <li>practice' with level teams</li> <li>Develop understandings of the essential elements of a collaborative PLT</li> <li>Develop understandings of the dimensions of the collaborative planning process</li> </ul>		<ul style="list-style-type: none"> <li>Documented work programs</li> <li>Performance &amp; Development Plan</li> </ul>
		School Improvement Team	<ul style="list-style-type: none"> <li>Establish purpose and expectations of collaborative planning meetings</li> <li>Facilitate and lead weekly collaborative planning meetings</li> </ul>		
		All staff	<ul style="list-style-type: none"> <li>Review current teaching/instructional practices</li> <li>Further develop understandings of best-practice through targeted-ongoing professional learning</li> </ul>		
<ul style="list-style-type: none"> <li>Develop and document an agreed model of instructional practice for teaching</li> </ul>	Chris Egan and Mary Mcquilten		<ul style="list-style-type: none"> <li>Leading the professional inquiry approach into developing an instructional model, based on gradual release of responsibility.</li> <li>Developing teacher capacity (PCK) in reading through multi-modal forms of professional learning</li> </ul>	Dec 2016	<ul style="list-style-type: none"> <li>Model of instructional practice documented in Staff Practices &amp; Policies' handbook</li> <li>Evident in weekly planners</li> <li>Staff qualitative survey results</li> <li>Performance &amp; Development Plan</li> </ul> <p>Learning walk observations, evidence in change of practice</p>
		School Improvement Team	<ul style="list-style-type: none"> <li>Lead the implementation of the gradual release of responsibility instructional model within PLT through planning, knowledge of theoretical understandings that underpin the model, and modelling</li> </ul>		
		All staff	<ul style="list-style-type: none"> <li>Implement the gradual release of responsibility instructional model</li> </ul>		
<ul style="list-style-type: none"> <li>Enhancing goals, expectations and purpose of year level/specialist</li> </ul>	Rhys and Andrew		<ul style="list-style-type: none"> <li>Time-tabled collaborative planning time each week in team levels</li> <li>Goal-setting, targets and developing purpose with SIT</li> </ul>	Feb/March 2016	<ul style="list-style-type: none"> <li>AusVELS achievement data of 12 month growth in 12 months and 20% of AusVELS achievement data; 18 month growth (Reading, Writing, Number &amp; Algebra, Italian, PE and Art)</li> </ul>

	teams (PLTs)	SIT	<ul style="list-style-type: none"> <li>To develop purpose, goal-setting with PLTs.</li> <li>Regularly review targets and goals with PLT</li> </ul>	<p>Feb/March 2016</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Performance &amp; Development plan</li> </ul>
		All staff	<ul style="list-style-type: none"> <li>Regularly review achievement targets at PLT meetings</li> <li>Collecting evidence of tracking set targets</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Weekly work programs</li> <li>Student achievement evidence (data)</li> </ul>

<p><b>2. Embed an agreed whole school approach to Literacy, especially reading and writing that addresses the learning needs of all students.</b></p>	<ul style="list-style-type: none"> <li>Review THPS writing and reading curriculum documentation</li> </ul>	<p>Chris Egan and Mary Mcquillen</p>	<ul style="list-style-type: none"> <li>Lead the professional learning focus of developing understandings transforming theory into action, utilising the 12 <i>Essential Learnings</i></li> </ul>	<p>March-October 2016</p>	<ul style="list-style-type: none"> <li>Documented whole school reading and writing curriculum.</li> <li>AusVELS <i>Reading</i> achievement data of 12 month growth in 12 months; 18 month growth in 20% of AusVELS achievement data in <i>Reading</i></li> </ul>
		<p>All staff</p>	<ul style="list-style-type: none"> <li>Review current documentation to ensure it aligns with goals of collaborative planning meetings.</li> <li>Review Scope and Sequence document</li> <li>Develop an F-6 reading and writing curriculum that uses the 12 <i>Essential Learnings</i>, is consistent and linked to meaningful assessment tools.</li> </ul>	<p>April 2016</p>	<ul style="list-style-type: none"> <li>Modified Scope and Sequence Document aligned to KLAs that are not overlapping with other PLTs.</li> </ul>
		<p>Angela Makris, Clare Harding and Jacqui Nicolazzo (Year 5/6 team)</p>	<ul style="list-style-type: none"> <li>Partnership with The University of Melbourne's – <i>Realising the potential of Australia's high capacity students</i>. This project's aim is to provide professional learning on teaching and learning strategies in reading comprehension.</li> </ul>	<p>March - October</p>	<ul style="list-style-type: none"> <li>2016 Year 3/5 NAPLAN <i>Reading</i> at/above state median</li> </ul>
		<p>Colin Pagan</p>	<ul style="list-style-type: none"> <li>Professional learning session from NAPLAN writing marker</li> </ul>	<p>1<sup>st</sup> March 2016</p>	<ul style="list-style-type: none"> <li>Year 3-6 planning documents focussing on NAPLAN-writing criteria</li> </ul>
	<p>GradeXpert leaders, all staff</p>	<ul style="list-style-type: none"> <li>Development of achievement data sheets to identify and track all students' learning progress in Reading, Writing, Number &amp; Algebra, PE, Art and Italian</li> </ul>	<p>Ongoing throughout 2016</p>	<ul style="list-style-type: none"> <li>GradeXpert data is reflective of agreed achievement results to be included</li> </ul>	
	<p>Celene Black</p>	<ul style="list-style-type: none"> <li>Employment of a 0.62 Literacy Support teacher. Utilise Fountas &amp; Pinnell intervention program.</li> </ul>	<p>1<sup>st</sup> March</p>	<ul style="list-style-type: none"> <li>AusVELS <i>Reading</i> achievement data of 12 month growth in 12 months; 18 month growth in 20% of AusVELS achievement data in <i>Reading</i></li> </ul>	

<ul style="list-style-type: none"> <li>Review THPS whole school assessment schedule (reading, writing and numeracy)</li> </ul>	<p>Rhys Coulson &amp; Andrew Veal</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>Co-lead (with Chris and Mary) the professional learning in increasing understandings of <i>Fountas &amp; Pinnell</i> assessment tool, in identifying each child's point-of need with reading, and to develop learning goals</li> <li>Regular monitoring, reviewing and actioning of assessment schedule, through a continuous assessment cycle</li> </ul>	<p>Ongoing throughout 2016</p> <p>Ongoing throughout 2016</p>	<ul style="list-style-type: none"> <li>Documentation of a whole-school assessment schedule that identifies each child's point of need using high quality assessment tools</li> <li>Revised version of whole-school assessment schedule</li> </ul>
	<p>Andrew Veal, Amy Icke, Kate Stacker and Clare Harding</p>	<ul style="list-style-type: none"> <li>Junior, Specialist and Senior School will have a dedicated GradeXpert technical leader, responsible for developing skills and expectations to place assessment results on.</li> </ul>	<p>Ongoing throughout 2016</p>	<ul style="list-style-type: none"> <li>Consistent levels of achievement data entered into GradeXpert. Use of GradeXpert during planning meetings.</li> </ul>
	<ul style="list-style-type: none"> <li>Review school spelling program</li> </ul> <p>Rhys Coulson</p> <p>Stephen Worrall</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>Professional Inquiry approach to implementing <i>Words Their Way</i> whole school spelling program.</li> <li>Professional learning on implementing <i>Words Their Way</i> assessment and teaching tools</li> <li>Professional reading <i>Connect to Learn</i> (Alma Harris)</li> </ul>	<p>Ongoing throughout 2016</p>	<ul style="list-style-type: none"> <li>Documented F-6 spelling program</li> <li>Term planners and weekly work programs</li> <li>Documented in assessment schedule</li> <li>AusVELS <i>Writing</i> achievement data of 12 month growth in 12 months; 18 month growth in 20% of AusVELS achievement data in <i>Writing</i></li> </ul>
<ul style="list-style-type: none"> <li>Establish a non-negotiable number of hours per week of reading and writing instruction</li> </ul>	<p>SIT</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>Audit the number of hours dedicated per week from all class teachers in the delivery of reading and writing lessons.</li> </ul>	<p>Term 2</p>	<ul style="list-style-type: none"> <li>Whole-school agreement for weekly Reading and Writing instructional time</li> </ul>

<p><b>3. Expand unit teams to develop Professional Learning Teams (PLT) that builds staff and leadership capability and a commitment to the learning of every student.</b></p>	<ul style="list-style-type: none"> <li>Establishment of School Improvement Team (SIT)</li> <li>Professional partnership with consultants, develop leadership capability</li> </ul>	<p>Rhys Coulson, Andrew Veal, Amy Icke, Carmel Guest, Julie Gibbs, Kate Stacker &amp; Angela Makris</p> <p>All staff</p> <p>Rhys, Andrew and SIT</p> <p>Chris Egan, Mary Mcquiltten and SIT</p>	<ul style="list-style-type: none"> <li>Establishment of a School Improvement Team with clearly defined roles, responsibilities and purpose. The team is made up of representative from each year level and specialist. Team meets weekly, main role is leading the school's AIP.</li> <li>Designated collaborative planning time each week in team levels. Clearly defined purposes and expectations focussed on developing a consistent, collaborative planning model</li> <li>Development of a success criteria that measures and reviews the roles and responsibilities of a SIT member</li> <li>Develop collaborative planning process underpinned by evidenced and 'best practice' with level teams</li> <li>Develop understandings of the essential elements of a collaborative PLT</li> <li>Develop understandings of the dimensions of the collaborative planning process</li> </ul>	<p>February 2016</p> <p>Ongoing throughout 2016</p> <p>April 2016</p> <p>Fortnightly, throughout 2016</p>	<ul style="list-style-type: none"> <li>Red/AmberGreen monthly review during SIT meeting</li> <li>SOS Staff trust in colleagues at/above state mean</li> <li>SOS Collective Efficacy (above state median)</li> </ul>
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## ENGAGEMENT

ENGAGEMENT					
Goals	To ensure students are supported and engaged in a stimulating learning environment that connects them to the school and community	Targets	<ul style="list-style-type: none"> <li>• Student attendance numbers to increase</li> <li>• Improvement in the attitudes to school Survey <i>School Connectedness</i> and <i>Stimulating Learning</i></li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>• <b>At or above state mean for <i>Stimulating Learning</i> for Attitudes to School 2016 survey (below in 2015)</b></li> <li>• <b>At or above state mean for <i>School Connectedness</i> for Attitudes to School 2016 survey (below in 2015)</b></li> </ul>		
KIS	ACTIONS: what the school will do	WHO has responsibility	HOW the school will do it (including financial and human resources)	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
1. Build opportunities for increased student voice and ownership of their own learning.	<ul style="list-style-type: none"> <li>• Review School Leadership policy</li> </ul>	<p>Rhys Coulson and policy subcommittee</p> <p>Students</p> <p>Student wellbeing committee leaders</p>	<ul style="list-style-type: none"> <li>• Modify the policy to include a component of roles &amp; responsibilities of junior school councillors and environmental leaders. Amend process for electing school captains, by ensuring they are solely elected by their peers with no input from teachers</li> <li>• Broker a mutual partnership with Templestowe College to build capacity of our school leaders.</li> <li>• Feedback from all students, via junior school council and environmental leader reps of how students can improve the school, having a voice in school-projects.</li> <li>• Review how the school identifies School Houses</li> <li>• Rename SRC to <b>Student</b></li> </ul>	<p>February and March</p> <p>Ongoing throughout 2016</p> <p>March 2016</p> <p>March, 2016</p>	<ul style="list-style-type: none"> <li>• School Leadership policy (amended)</li> <li>• At or above state mean for <i>stimulating learning</i> for Attitudes to School 2016 survey</li> <li>• Language used throughout the community to identify School Houses will be the stalwarts' names first, followed by colour.</li> <li>• Documented agendas</li> <li>• Feedback from students during Principal's lunch</li> <li>• Awards to focus specifically on the learning or school values</li> <li>• 2016 ATS <i>School Connectedness</i> at or above state mean</li> </ul>

		Clare Harding and Tania Martini	<b>Voice Ambassadors</b>		
	<ul style="list-style-type: none"> <li>Review School assembly format</li> </ul>	School Captains, Student Voice Ambassadors and all students	<ul style="list-style-type: none"> <li>Seek and present feedback/suggestions from students as to how to make the assemblies better.</li> </ul>	February 2016	
	<ul style="list-style-type: none"> <li>Review High Flyers awards to align more closely with the school's values</li> </ul>	All students and staff	<ul style="list-style-type: none"> <li>Consultation with staff and students as to how High Flyers Awards can be better</li> </ul>	January-March 2016	
<b>2. Expand opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.</b>	<ul style="list-style-type: none"> <li>Develop the expectations and processes required to facilitate a 3 way interview</li> </ul>	Rhys and Andrew	<ul style="list-style-type: none"> <li>Professional learning session to discuss and determine expectations and process required</li> </ul>	July 2016	<ul style="list-style-type: none"> <li>3 Way Discussions trialled in Levels involving teacher, parent and student</li> <li>Feedback from parents/students/staff using Survey Monkey</li> </ul>
	<ul style="list-style-type: none"> <li>Develop expectations on SMART goal setting</li> </ul>	Rhys and Andrew	<ul style="list-style-type: none"> <li>Individual Learning Plan Goals to be a 3 way consultative process between teacher, student and parent/guardian formed in March and July each year</li> </ul>	March 2016 (reviewed in July)	<ul style="list-style-type: none"> <li>Individual Learning Plans to be sent to parents after February and July Discussions</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Fluid grouping of students within teams for Zone of Proximal Development (ZPD) for reading and number &amp; algebra.</li> </ul>	<p>Angela</p> <p>All staff</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>▪ Establishment of clear expectations and protocols</li> <li>• Development of datasheets to track and document each students' learning achievement</li> <li>▪ Weekly meetings scheduled for level teams to plan for and evaluate ZPD maths</li> </ul>	<p><b>Number &amp; Algebra:</b></p> <ul style="list-style-type: none"> <li>- Years' 1-6 Feb-Nov</li> <li>- Foundation April onwards</li> </ul> <p><b>Reading:</b></p> <p>July-November</p>	<ul style="list-style-type: none"> <li>• Students working in ZPD groups with level classroom teachers in Numeracy and Reading from F-6</li> <li>• Pre/post testing</li> <li>• Fountas &amp; Pinnell levelling</li> <li>• Pre/post testing</li> </ul>
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## WELLBEING

Goals	To ensure students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and others.	Targets			
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
		<ul style="list-style-type: none"> <li>Improvement in the ATS variables classroom behaviour, student safety, connectedness to peers, student morale, school connectedness and student distress.</li> <li>Improvement in the student behaviour and student engagement variable from the Parent Opinion Survey.</li> </ul>			
		<b>12 month targets</b> <ul style="list-style-type: none"> <li><b><i>Above or at state mean in ATS- connectedness to peers, student morale, school connectedness and student distress</i></b></li> <li><b><i>Above or at state mean in POS- student behaviour and student engagement</i></b></li> </ul>			
<b>1. Embed a whole school approach to wellbeing</b>	<ul style="list-style-type: none"> <li>Review the Social and Emotional Wellbeing program You Can Do It</li> </ul>	<ul style="list-style-type: none"> <li>Creation of student wellbeing committee. Representatives from all year levels.</li> <li>Implement <i>Kids Matter module 3</i>, including Staff PD sessions</li> </ul>	Tania Martini and Clare Harding  All staff	June 2016	<ul style="list-style-type: none"> <li>You Can Do It program taught in all grade levels</li> <li>Students using the same language when dealing with conflict</li> </ul>
<b>2. Develop school based feedback mechanisms to monitor student wellbeing, staff organizational health and parent satisfaction</b>	<ul style="list-style-type: none"> <li>Video 'Circle Time' and use as a teacher reference resource</li> <li>Develop consistent approach towards conflict resolution</li> <li>Increase parental awareness and knowledge of Kids Matter</li> <li>Support parents in increasing their parenting skills and knowledge</li> <li>Community engagement</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing committee to develop circle time videos</li> <li>Restorative Practice PD with Ruth vanLeedam</li> <li>Parent information evening regarding KidsMatter component 3 involving You Can Do It program</li> <li>Kim Pedlar form <i>Parent Zone (Anglicare) running 5 weekly sessions</i></li> <li>Establishment of a community engagement sub-</li> </ul>	Wellbeing committee and all staff.  All staff  Student wellbeing committee  Rhys, Kim Pedlar  Rhys Coulson	June 2016  TBA  TBA  March, 2016	<ul style="list-style-type: none"> <li>Staff use the video library resource for professional development</li> <li>Restorative practice documented on T://Student Behaviour log</li> <li>Wellbeing committee present to the parent community regarding You Can Do It program</li> <li>Above/at state mean in ATS- connectedness to peers, student morale, school connectedness and student distress</li> <li>Above/at state mean in POS – student behaviour and student engagement</li> </ul>

	subcommittee	committee in order to provide an opportunity for parent and student feedback in relation to procedures and more effective communication			
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## PRODUCTIVITY

Goals	To ensure the allocation of resources (human, financial, time, space and materials) is aimed at optimising student learning outcomes, engagement and wellbeing.	Targets			
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
<b>1. Manage and align the allocation of the existing resources according to school goals and priorities and identified student needs.</b>	Provide appropriate levels of budget funds to support purchase of quality reading materials	2016 sub program budget has allocated \$10,000 for reading materials, linked to the development of a whole-school reading curriculum.	School Improvement Team, all staff	March, 2016	Upper 25% for <i>Renewal of knowledge and skills</i> , and <i>Instructional leadership</i> and <i>Guaranteed and viable curriculum</i> (SOS)
	Audit curriculum resources and review program budgets	2016 budget reviewed program budgets. Additional sub program budgets were included (robotics, literacy intervention) to support future programs. This has included the use of the equity funding of \$14, 000.	SIT, all staff	March 2016	At or above state mean for <i>stimulating learning environment</i> (ATS)  At or above state mean for <i>student engagement</i> (POS)
	Introduce Lego Robotics coding/programming in grades 3-6	Additional funds for 2016 have been added to purchase netbooks to support the robotics program.	Ross Toogood	April, 2016	Lego Robotics program implemented in year's 3-6

	Focus on targeted literacy intervention	Employ 0.6 Literacy intervention teacher with the employment of Templestowe College tutors, who will be trained in the BRIDGES reading intervention program.	Anna Hughes and Celene Black	March, 2016	Literacy intervention teacher employed (Celene Black) Templestowe College tutors employed and trained in BRIDGES reading intervention program
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ACHIEVEMENT				
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence
				

ENGAGEMENT				
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence
				

WELLBEING				
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence

PRODUCTIVITY				
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence