

Annual Implementation Plan: for Improving Student Outcomes

5520

Yuille Park P-8 Community College
2016

Based on Strategic Plan 2014 to 2018

Endorsements

Endorsement by School Principal	Signed..... Name Clete Paige Date.....
Endorsement by School Council	Signed..... Name Paul O'Brien Date.....
Endorsement by Senior Advisor	Signed..... Name Phonse Crawford Date.....

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:	
<p>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.</p> <p>Yuille Park Community College has been working on a Guaranteed and Viable Curriculum (GVC) for Reading which is in place across the college. The Literacy Lead team is currently working on the GVC for writing. The Primary Maths Specialists (PMS) team has in place the GVC for Numeracy. Staff will be undertaking professional development in the area of Science to support the schools focus on Inquiry and experiential based learning through the STEM professional development.</p> <p>The college has had a focus on the curriculum and learning needs of the school community 'the what' to teach that will have maximum impact on student growth in learning i.e. GVC. As a result the school is currently undertaking professional development through Chris Egan in instructional practice or the 'how' that will best support the facilitation of learning within the school. This whole school approach will help to deliver less variability and build a cohesive whole school instructional model driven through the Inquiry and Experiential based learning.</p> <p>Targeted leaders of the leadership team will undertake the Changemakers Professional Development through Bastow, to support their growth and target individual leadership needs which in turn will support future succession planning in leadership across the college.</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
<p>Improved Learning Growth in every student</p> <p>Ensure all students are actively engaged in their learning.</p>	<ul style="list-style-type: none"> To increase the number of students who achieve high and medium growth and reduce the number of students achieving low growth in writing Continue to build teacher capacity by engaging in internal and external professional development Develop ILPs that focus on the social, emotion, physical, mental and academic needs of students
<p>Provide a safe and supportive learning environment</p> <p>Ensure all resources are aligned to student learning needs</p>	<ul style="list-style-type: none"> Increased opportunities for all students to develop leadership skills

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ACHIEVEMENT					
Goals	Improved Learning Growth in every student	Targets	Improved whole school approaches based on effective use and analysis of data for effective teaching of literacy and numeracy. Continue to build teacher capacity by engaging in internal and external professional development. Action research around PLT models to improve student learning and growth.		
		12 month targets	Engage in PD to ensure GVC for writing is complete by end of 2016 to support growth in writing Develop alignment in PLTs to facilitate consistent teaching and learning within Pods through the use of SPA and analysis of data.		
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 the number of students who achieve high and medium growth and reduce the number of students achieving low growth in writing	Develop a guaranteed and viable curriculum (GVC) for writing.	PLT Planning/Workshops Lit Meetings/Team Teaching Continue Funds for PD Facilitate Time Prioritise Writing time	Literacy Team PLTs	2016 NAPLAN Data	75% one year growth writing (Non D & I, Koorie) for all students from foundation to year 8 Reduce low growth from 40% to 20% in writing for year 3 and year 5 25% to 10%. Students increase writing skills, build their enjoyment of writing and increase writing stamina
Improved whole school approaches based on effective use and analysis of data for effective teaching of literacy and numeracy	Use Data (NAPLAN) and other formative assessments along with targeted assessment tools that meet the needs of individual students and cohorts.	Regular PLT time and analysis of data through the use of the Student Performance Analyser (SPA) to inform teaching and learning needs. Use ILP'S to inform learning goals and triangulate with peers to support targeted learning through analysis of data.	PLT and school teaching staff		All teachers upload learning data into SPA Increased use of assessment tools that meet the needs of individuals and cohorts Increase in conferencing levels and goal setting within writing All teacher use PAT testing in years 3 to 6 PAT data is referenced in ILPs
Continue to build teacher capacity by engaging in internal and external professional development	Develop a GVC for writing by: Build Teacher Content Knowledge Reflect on current practice Develop LI & SC Analyse data (SPA)(Samples)	Whole School PD days PLT to facilitate use of GVC & practice PD with Chris Egan Utilize Di Snowball resources Set writing goals	Teachers & Students	Ongoing	A fully documented GVC for Literacy and Numeracy Link to Inquiry – Pacing Guide Pre & Post tests Assessment rubrics (School Climate – Collective Efficacy) Staff opinion survey from to 65.34% mean to 80%

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ENGAGEMENT					
Goals	Ensure all students are actively engaged in their learning.	Targets	<ul style="list-style-type: none"> Reduce absenteeism by 10% (2.5 days/year) Increase parent involvement in student learning Track students who move to other education settings or workplaces 		
		12 month targets	Non-attendance down from 19 to 17 days Mean scores on the following variables in the Attitudes to School survey increase from 3.08 to 3.2 in Classroom Behaviour		
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 ILPs that focus on the social, emotion, physical, mental and academic needs of students	PLTs develop learning opportunities that link with interests of students and develop individualised ILPs to enhance learning outcomes. Ensure student voice allows for greater connection to learning experiences	Staff will collaborate on student interest, use the 360 degree feedback process and engagement matrix and academic data to inform ILPs. Provide hands on open ended differentiated and collaborative learning experiences that meet the engagement needs of individuals and cohorts of students in line with their ILP.	All teaching and classroom support staff.	Term 1 and reviewed fortnightly.	Staff provide learning opportunities in line with student interests and goals indicated within individual ILPs. Staff review regularly through conferencing. An increase in engagement in learning for students. Growth in teacher knowledge of students. Improved Learning confidence in Attitudes to School data from 4.1 to 4.4.
Provide a range of opportunities to learn in varying contexts within and outside of the school.	Facilitate and evaluate a range of engagement programs that support targeted learning opportunities for individuals and cohorts.	Review current engagement programs and their effectiveness in targeting student need. Identify alternate engagement opportunities that are targeted and have specific outcomes for growth with a focus on literacy and numeracy.	PLTs and Welfare team.	Throughout the year.	Use of data to support decisions in program development. Students participate in engagement programs. Students and staff reflect upon their learning and the engagement programs provided to improve outcomes. Staff us their expertise to support and facilitate the development and implementation of targeted engagement programs. Improved Stimulated Learning Environment in Attitudes to School data from 3.76 to 4.2.
Explore avenues to engage parents in learning with our community	Connect learning at school with home and encourage parents to be more engaged in their child's learning	Parents continue to engage in parent support programs e.g. parent circle and Tuning into Teens and look for more opportunities to support parent engagement. Continue pod celebrations and allow parents to participate where feasible in learning within pods.	All teaching staff	Throughout the year	Parents engage in parent support programs e.g. parent circle, tuning into teens. Staff maintain regular contact with parents in line with student needs and school expectations. Learning communities (Pods) hold celebration days in learning and encourage parent participation in various learning contexts within and external to the school.
Provide positive reinforcement to improve student attendance	Focus on the reduction of absenteeism, review the current processes and improve where and if required.	Provide incentives for school attendance – engagement programs, flexible learning opportunities. Celebrate good attendance at assemblies and within pods.	All teaching staff	Throughout the year	Increased attendance and connectedness to school by non-attendance data decreasing from 19 to 17 days. Attitudes to school data (Connectedness to School) increase from 3.9 to 4.2.

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WELLBEING					
Goals	Provide a safe and supportive learning environment	Targets	Maintain current funding commitment to support program e.g. school nurse Increase well-being scores student distress to 6.0 for year 5&6 students		
		12 month targets	Attitudes to school survey indicate increase in Student Safety from ___ to ___		
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
Increased opportunities for all students to develop leadership skills	Provide numerous opportunities to develop leadership within and external to the school environment	Align expertise of staff to the needs of students and support this through ILPs, internal pod learning opportunities and current/potential engagement programs	All staff	Term 1, 2016 and ongoing	Staff build knowledge of best practice to support and implement strategies regarding well-being across the school.
	Foster a collaborative learning environment that focuses on the building blocks to the schools 'key attributes' of our learners which will build student capacity and leadership.	The Welfare team will structure a collective approach within the college community to educate key building blocks that underpin our key attributes of learners.	Welfare Team, School Leadership Team	As above	The building blocks are consistently taught, reflected upon and modelled across the college, and are a part of the everyday learning environment across the school to build and develop our colleges key attributes
	Adhere to the schools welfare policy and continue to focus on the colleges' focus on the 'relationship philosophy' which underpins our schools positive climate.	Staff provided PD relating to the importance of relationships and attachment to build student connection to peers and staff	Welfare Team and all staff	As above	PD is provided and targeted to meet the needs of staff to support growth in student need.
Provide opportunities for all students to access wellbeing when required	Continue to build strong links with outside agencies	Ensure all staff connect with the needs of students to identify how agencies can support through the support of Welfare team.	Welfare Team	Term 1, 2016 and ongoing	Support staff are utilised to assist and lead well-being across the college. Support staff are utilised where needed based on individual student and cohort need.

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PRODUCTIVITY					
Goals	Ensure all resources are aligned to student learning needs	Targets	Financial Resources To utilise resources to develop literacy across the school To continue to support numeracy development across the school To provide specific professional learning opportunities for all staff in Literacy and Numeracy.		
		12 month targets	Provide professional development for staff to support growth in literacy with a focus on writing. Leadership development of school leaders Develop new ILP process and supporting documents to inform student needs and goals and in turn provide learning opportunities for student growth		
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
Audit resources across the school in order to support learning communities.	Identify resources across the school that will support learning of all students Purchase resources to support student needs	PMS, Literacy Teams, Welfare team and leadership team in consultation with the school community will identify school needs in line with students social, emotional, mental, physical and academic needs.	PMS, Literacy, Welfare and Leadership teams	Term 1 and ongoing	Resources are aligned strategically for student growth. PLTs and whole staff work in cohesive ways to build team capacity and positively affect student growth in all learning areas. Growth in literacy and numeracy data.
Build teacher capacity through investing in professional learning for staff.	Provide internal and external professional development for staff based on the learning needs of students	Continue a literacy focus on external PD with Chris Egan with a focus on writing GVC and whole school instructional models that fit within the learning philosophy and approaches of the of the school. Welfare team support staff PD in line with social emotional, mental, physical needs of students. Develop new ILP and supporting documents and structures Members of Leadership team participate in Bastow Change Makers leadership program Staff to undertake training a Specialist Science Teacher through current science PD initiative.	Literacy team Welfare team Leadership team Selected staff	Term 1 and ongoing Term 1 and ongoing February and following 8 months Term 2, 2016	Writing GVC developed Instructional models taught consistently across the college with the school context and learning philosophy in mind at all times Welfare team have supported staff to develop in welfare areas through PD. ILPs and supporting documents used to set goals and opportunities for learning are found to learn. Successfully participate in program and utilise learnings to enact change through symbolic, educational, human, technical, strategic and cultural leadership Staff undertake specialist training and share knowledge and expertise
Commit Equity funding to support school needs and priorities	Provide funding to support initiatives for student growth	<ul style="list-style-type: none"> • - OT Intervention Teacher from K - 8 - \$65000 • - Student/parent liaison Position - \$65000 • Intervention - building community/attendance/tracking OHC student \$20000 • Leadership Team - Bastow Understanding Data • Leadership Team - Bastow Change Management • Chris Egan - \$800 + travel x ?? - Writing & Instructional Practice - Total \$13,700 • Michael Ymer Numeracy -Professional services x3 -Accommodation & Travel x2 Total \$9000 <li style="text-align: center;">\$172,700 	School leadership team	2016 Academic year	Funds are aligned to needs of individuals, cohorts, students and staff development. Intervention supports have impact on student growth and parent connection to school. Attitudes to School data shows parent satisfaction increase from 90% to 95%. Staff opinion survey Collective focus on Student Learning from 75% to 85%.



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	
Develop a guaranteed and viable curriculum (GVC) for writing.					
Use Data (NAPLAN) and other formative assessments along with targeted assessment tools that meet the needs of individual students and cohorts.					
Develop a GVC for writing by: Build Teacher Content Knowledge Reflect on current practice Develop LI & SC Analyse data (SPA)(Samples)					
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	
PLTs develop learning opportunities that link with interests of students and develop individualised ILPs to enhance learning outcomes. Ensure student voice allows for greater					

connection to learning experiences					
Facilitate and evaluate a range of engagement programs that support targeted learning opportunities for individuals and cohorts.					
Connect learning at school with home and encourage parents to be more engaged in their child's learning					
Focus on the reduction of absenteeism, review the current processes and improve where and if required.					

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	
<p>Provide numerous opportunities to develop leadership within and external to the school environment</p> <p>Foster a collaborative learning environment that focuses on the building blocks to the schools 'key attributes' of our learners which will build student capacity and leadership.</p> <p>Adhere to the schools welfare policy and</p>					

continue to focus on the colleges' 'relationship philosophy' which underpins our schools positive climate.					
Retain the Welfare Leadership Team and continue their role within the school. Continue to build strong links with outside agencies					
Utilise the internal school support services e.g. school nurse, student support officer to support wellbeing issues and to help facilitate preventative/informative initiatives with students and parents/carers					
Provide professional development for staff to support the anti-bullying project and further support in professional development related to the social, emotional, physical, mental and academic needs of students and the community					
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	
Identify resources across the school that					

will support learning of all students Purchase resources to support student needs					
Provide internal and external professional development for staff based on the learning needs of students					