# 2016 Annual Implementation Plan: for Improving Student Outcomes

5027

**Concord School**

**2016**

Based on Strategic Plan 2016-2019

## Endorsements

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>[Signature]</td>
<td>18/4/16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>[Signature]</td>
<td>18/4/16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by Senior Advisor</th>
<th>Signed</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>[Signature]</td>
<td>24/03/16</td>
</tr>
</tbody>
</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.</td>
</tr>
<tr>
<td></td>
<td>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 all students a pathway.</td>
</tr>
<tr>
<td></td>
<td>Sustaining expectations and promoting inclusion: Schools will work across their communities for excellent support for 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 sustain 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 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.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Setting expectations and promoting inclusion</td>
</tr>
<tr>
<td></td>
<td>Building communities</td>
</tr>
</tbody>
</table>

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected these initiatives. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Curriculum planning and assessment

Curriculum planning and assessment is the core work that our school is engaged in. We are focussing on the elements of the teaching and learning cycle (assess, data, plan, teach) to ensure we are tracking student progress, monitoring the effectiveness of teaching and adjusting programs and interventions as required.

In the past year Concord School has implemented several initiatives including:
- publishing a Teaching and Learning document
- implementing a whole school assessment schedule
- developing and commencing use of the Student Achievement Tool (SAT)
- implementing a whole school integrated unit scope and sequence linked to the resourcing of the Discovery Centre
- delivering comprehensive whole school professional development in early and middle years literacy teaching strategies and a practical understanding of the English domain within the Victorian Curriculum
- maintaining theories of action through peer observations
- reflecting on assessment data and planning specific individualised teaching strategies through professional learning teams

In 2016 the work on literacy will be maintained however the focus will be on numeracy. Data analysis within the strategic plan commencing in 2016 will incorporate the use of the SAT, participation in the Maths Online Interview and achievement of goals within Student Learning Plans.

Issues requiring particular attention in 2016 are ensuring higher support needs students engage in a functional Literacy and Numeracy curriculum, the evaluation of Student Learning Plan templates and the structure of Student Support Group meetings.
**Key Improvement Strategies (KIS)**

List the KIS that are linked to the 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>
<thead>
<tr>
<th>Initiative:</th>
<th>KIS</th>
</tr>
</thead>
</table>
| Curriculum planning and assessment | - Increase teacher capacity to provide a rigorous and differentiated Numeracy program and explicit teaching to cater for individual learning through developing, implementing and sustaining the assess, data, plan and teach cycle for Numeracy  
  Resourcing: weekly 75 minute PD sessions (assessment, curriculum, pedagogy, professional learning teams), peer observations, 2 CRT days for each teacher to support assessment, possible additional teaching and learning coach, Teaching and Learning Leaders  
- Continue to drive the focus on teaching and learning through the strategic allocation of resources  
  Resourcing: whole school literacy and numeracy budgets, AP responsible for resource purchasing and allocation, Discovery Centre  
- Develop, implement and evaluate a functional Literacy and Numeracy curriculum for higher support needs students  
  Resourcing: Functional Learning Taskforce (5 teachers, Leading Teacher, Assistant Principal), visits to SDS schools  
- Evaluate student learning plan templates and the structure of student support group meetings and implement diagnosed changes  
  Resourcing: Leadership meetings, Teaching and Learning Leader meetings |


# Annual Implementation Plan: for Improving Student Outcomes

## Goals
To improve student outcomes in Numeracy

## Targets
- 100% of classroom teachers (Foundation - Year 10) will populate the Concord School Student Achievement Tool (SAT) for every student in numeracy (number and algebra, measurement and geometry, statistics and probability) with accurate information based on multiple assessments and moderation
- 75% of students across the school will access the Mathematics Online Interview
- 75% of students across the school will be assessed as achieving at, above expected or well above expected progress in Mathematics

### 12-month targets
- 100% of classroom teachers (Foundation - Year 10) will populate the Concord School Student Achievement Tool (SAT) for every student in numeracy (number and algebra) with accurate information based on multiple assessments and moderation
- 70% of students across the school will access the Mathematics Online Interview
- 70% of students across the school will be assessed as achieving at, above expected or well above expected progress in Mathematics

## KIS
### Increase teacher capacity to provide a rigorous and differentiated Numeracy program and explicit teaching to cater for individual learning through developing, implementing and sustaining the assess, data, plan and teach cycle for Numeracy.
- Create professional learning sessions that focus on Mathematics. What is the content that we teach, how do we teach it and how do we assess it?
- Develop Professional Learning Teams (PLT) within sections to develop individual interventions and moderate student outcomes
- Enhance the rigor, challenge and level of differentiation of learning and assessment tasks by accessing the coaching program
- Evaluate SLP templates and implement recommendations

### Develop, implement and evaluate a functional Literacy and Numeracy curriculum for higher support needs students.
- Establish a Functional Learning Taskforce to develop curriculum pathways and content for higher support needs students.
- Functional Learning Taskforce
- CRT days to visit SDS settings

## Actions
<table>
<thead>
<tr>
<th>Actions: what the school will do</th>
<th>How the school will do it (including financial and human resources)</th>
<th>Who has responsibility</th>
<th>When timeline for completion</th>
<th>Success criteria: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP and Coach (Teaching and Learning) All classroom teachers CRT days for all teachers (terms 1 and 4)</td>
<td>AP and Coach (Teaching and Learning)</td>
<td>End of term 1</td>
<td>Education timeline will demonstrate the yearly focus on Numeracy through weekly professional learning sessions</td>
<td></td>
</tr>
<tr>
<td>AP and Coach (Teaching and Learning)</td>
<td>End of each term</td>
<td>Teachers generating PLT reflections documenting the success of a particular intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of term 1</td>
<td>PLT's establish the processes and timelines to collect and analyse data and plan teaching interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP templates will have been changed as recommended</td>
<td>Work programs to reflect Concord Lesson Model, Learning intention, content focus, differentiation, whole/part/whole structure and assessments clearly identified</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### End of term 4
- Generate an education timeline that features scheduled Functional Learning Taskforce meetings
- Development of curriculum outlines for Literacy and Numeracy components
# Annual Implementation Plan: for Improving Student Outcomes

## Goals
To improve the capacity of students as 21st century learners to strengthen their engagement and develop learning confidence.

## Targets
- 100% of classroom teachers (Foundation – Year 10) populate the Concord School Student Achievement Tool (SAT) for every student in personal and social capability and Digital Technologies
- In the Attitudes to School survey:
  - The variable Learning Confidence will be at a score of 4.50 or above for students from Year 7-12 and will remain above 4.85 for Year 5-6 students.
  - The variable Stimulating Learning will be at a score of 4.50 or above for students from Year 7-12 and will remain above 4.85 for Year 5-6 students.
- In the Parent Opinion survey:
  - The Student Motivation variable will be at or above 5.75. The Stimulating Learning variable will be at or above 6.10.

## 12 month targets
- 100% of classroom teachers (Foundation – Year 10) populate the Concord School Student Achievement Tool (SAT) for every student in personal and social capability
- In the Attitudes to School survey:
  - The variable Learning Confidence will be at a score of 4.40 or above for students from Year 7-12 and will remain above 4.75 for Year 5-6 students.
  - The variable Stimulating Learning will be at a score of 4.40 or above for students from Year 7-12 and will remain above 4.75 for Year 5-6 students.
- In the Parent Opinion survey:
  - The Student Motivation variable will be at or above 5.60. The Stimulating Learning variable will be at or above 6.00.

## KIS
Develop and embed opportunities for an authentic student voice across Prep to Year 12.
Build the capacity of teachers with a focus on digital technologies and inquiry learning.

## Actions
- Investigate student participation in SSG’s and implement recommendations
- Teams plan inquiry units of work based on the international inquiry model
- Develop a list of activities and suggestions for use of the Discovery Centre to support the current integrated unit
- Inquiry Scope and Sequence adjusted to incorporate The Victorian Curriculum
- Teaching and Learning coaches are timetabled to work with planning teams to build teacher capacity to use the inquiry model and to integrate digital technologies into the curriculum

## How the school will do it
- AP and Coach (Teaching and Learning)
- Release time scheduled for Teaching and Learning Leaders Planning Days

## Who has responsibility
- AP and Coach (Teaching and Learning)
- Classroom teachers
- Leadership team
- Nikki Long (Discovery Centre Technician)

## When
- End of term 2
- End of term 1
- End of term 1
- End of term 1

## Success criteria
- Student participation in SSG’s as applicable
- The development of protocols and expectations for three way conferences
- Inquiry units of work are developed and referenced against the Victorian Curriculum
- The use of digital technologies is evident in planning documents
- Teaching and Learning coach documents Discovery Centre support materials
## Annual Implementation Plan: for Improving Student Outcomes

### WELLBEING

#### Goals

To continue to improve student social competencies from Prep to Year 12.

#### Targets

- In the Parent Opinion survey:
  - The General Satisfaction variable will be at or above 6.00.
  - The Classroom Behaviour variable will be at or above 5.00.
  - The Social Skill variable will be at or above 5.25
- In the Attitudes to School survey:
  - The Student Distress variable will be at 5.75 or above for students in Year 7-12 and above 6.85 for students in Year 5-6.
  - The Student Morale variable will be at 5.75 or above for students in Year 7-12 and above 6.85 for students in Year 5-6

#### 12 month targets

- In the Parent Opinion survey:
  - The General Satisfaction variable will be at or above 5.80.
  - The Classroom Behaviour variable will be at or above 4.80.
  - The Social Skill variable will be at or above 5.20
- In the Attitudes to School survey:
  - The Student Distress variable will be at 5.50 or above for students in Year 7-12 and above 6.85 for students in Year 5-6.
  - The Student Morale variable will be at 5.70 or above for students in Year 7-12 and above 6.85 for students in Year 5-6

### KIS

#### ACTIONS: what the school will do

- Social competencies curriculum documents used weekly across all classrooms
- SWPBS expectations to be embedded across the school
- Maintain eSmart accreditation and implement programs throughout the school
- Commence the Better Buddies program

#### HOW: the school will do it (including financial and human resources)

- AP (Student Wellbeing)
- Printing of documents

#### WHO has responsibility

- AP (Student Wellbeing)
- Melissa Rofe – Special Payment (eSmart Coordinator)

#### WHEN: timeframe for completion

- End of term 4
- End of term 1

#### SUCCESS CRITERIA:

Markers of success reflecting observable changes in practice, behaviour, and measures of progress:

- Teachers planning documents to reflect one social competencies session per week based on scope and sequence focus areas
- SWPBS expectations to be visible in all areas of the school (posters up in individual classrooms, posters up in hallways across the school)
# Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>PRODUCTIVITY</th>
<th>Targets</th>
<th>12 month targets</th>
</tr>
</thead>
</table>
| Goals        | • A budgetary surplus is sustained in each year of the plan  
• All scheduled works completed  
• Parent Opinion Survey – General Satisfaction to exceed a score of 6.10 (2015: 5.67)  
• A budgetary surplus in excess of $1.8 million (for Secondary 7-10 rebuilding in 2017-18)  
• All scheduled works completed  
• Parent Opinion Survey – General Satisfaction to exceed a score of 5.80 |

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<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>
</tr>
</thead>
</table>
| Continue to drive the focus on teaching and learning through the strategic allocation of resources. | • To link individual teacher PDP SMART goals to the AIP  
• Students in all classrooms have equal access to ICT resources  
• Numeracy and Literacy budgets to be maintained by Assistant Principal Teaching and Learning and Teaching and Learning Coach across the school  
• Prioritise the leadership of Literacy, Numeracy and Inquiry learning through the allocation of human resources  
• Ensure systematic approaches to maintenance of facilities and projects through recurrent expenditure | Principal  
Consultant  
AP and Coach (Teaching and Learning)  
2016 Resource Allocation Budget – programs, curriculum resources, ICT, buildings and grounds, Discovery Centre  
Performance and Development Plans | Principal | End of term 1  
End of term 1  
End of term 4  
End of term 4  
End of term 4 | • All staff have identified growth in their instructional practice through the support of professional learning and/or coaching/mentoring  
• Staff have access to emerging technologies and are further developing capabilities in the use of technology for teaching and learning  
• Literacy and Numeracy budgets used to give staff and students access to quality resources  
• Team Leaders to have developed their leadership capacity by accessing professional learning sessions in the GROWTH Model |
### Monitoring of Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>Actions: 6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status Evidence</td>
<td>Status Evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGAGEMENT</th>
<th>Actions: 6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status Evidence</td>
<td>Status Evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WELLBEING</th>
<th>Actions: 6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status Evidence</td>
<td>Status Evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRODUCTIVITY</th>
<th>Actions: 6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status Evidence</td>
<td>Status Evidence</td>
<td></td>
</tr>
</tbody>
</table>