

2016 Annual Implementation Plan: for Improving Student Outcomes

2095

Mentone Primary School

2016

Based on Strategic Plan 2016-19

Endorsements

Endorsement by School Principal	<p>Signed </p> <p>Name Marcelle van Maanen</p> <p>Date: Friday, December 18, 2016</p>
Endorsement by School Council	<p>Signed </p> <p>Name Charles Gluck</p> <p>Date: Wednesday, February 10th 2016</p>
Endorsement by Senior Advisor	<p>Signed </p> <p>Name Simon Hamilton.</p> <p>Date: Monday, February 08, 2016</p>

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
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.

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	<input checked="" type="checkbox"/>
	Curriculum planning and assessment	<input type="checkbox"/>
Professional leadership	Building leadership teams	<input type="checkbox"/>
Positive climate for learning	Empowering students and building school pride	<input type="checkbox"/>
	Setting expectations and promoting inclusion	<input type="checkbox"/>
Community engagement in learning	Building communities	<input type="checkbox"/>

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>The school has undergone a thorough self-evaluation process and Peer Review in term 4, 2015. The review found that to further improve student learning outcomes and to ensure that all students can achieve their potential, we need to focus on accurately assessing each student's current level through accurate use of data, and effectively teach the students through the use of appropriate and consistent teaching strategies.</p> <p>Thorough analyse of the schools data revealed that the school has performed well and met strategic goals for the past 4 year period. The school has strong academic, social and emotional capital, with student learning outcomes across domains consistently above state and like school means. However, an area that requires our attention is the value-add we as teachers are enabling. We need to have the skills and practises that enable us to isolate the reason that some children fail to value add and implement strategies to improve that value.</p> <p>Our PLC, (Professional Learning Community,) culture is well embedded and beginning to demonstrate impact on student outcomes with strong, strategically focussed, professional learning teams across the school. We have chosen the initiative above in response to thorough analysis that indicates that improving the precision of teacher practise through a whole school model will be necessary to further improve student outcomes. The authentic implementation of a rigorous, research based, program will entail a strong instructional approach from the Leadership team.</p>

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	<ol style="list-style-type: none"><li data-bbox="647 317 2712 359">1. Build high impact professional teaching practice across the school to reduce instances of variation in school performance.<li data-bbox="647 407 2712 520">2. Improve teacher capacity to effectively collect, analyse and evaluate reliable data to improve the authenticity of teacher judgments.<li data-bbox="647 569 2012 611">3. Develop greater confidence and proficiency of staff in the teaching of numeracy

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goal	To maximise student individual learning outcomes.	Targets	<ol style="list-style-type: none"> 1. Reduce the percentage of Grade 5 students assessed by NAPLAN to have achieved low growth in Numeracy from 40% to 25% and improve high growth from 11% to ≥ 25% 2. Reduce the percentage off students to have been assessed by NAPLAN in Writing to have achieved low growth from 22% to 15%and improve high growth from 25% to 30% 3. Reduce the percentage off students to have been assessed by NAPLAN in Reading to have achieved low growth from 21% to 15%and improve high growth from 23% to 30% 4. Improve the percentage of students assessed above C in all domains of Numeracy with focus at Foundation, Grade 1 and Grade 4. 		
		12 month targets	<ol style="list-style-type: none"> A. Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results as evidenced by NAPLAN from 11% to 18% and reduce low growth from 40% to 25% B. Improve the percentage of students assessed at above C in Grade 4 writing from 23% to 28%, C. Improve Numeracy student outcomes and increase percentage of students achieving above C according to AusVELS teacher judgements in all domains of Numeracy with a focus at Foundation, Grade 1 and Grade 4. (from an averaged 12% to 20%) 		
KIS	ACTIONS: WHAT 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
Build high impact professional teaching practice across the school to reduce instances of variation in school performance	<ul style="list-style-type: none"> • Implement Year 1 of the Powerful learning and Precise teaching program across whole school • Attend professional learning activities with Wayne Craig and others. • Strengthen PLT practices • Develop GANTT chart identifying key theories of action to be implemented and framework for whole school program of implementation. • Embed operational team protocols • Introduce whole school theories of action; High expectations, Authentic relationships and Learner protocols, • Introduce Teacher theories of action; Narrative and Pace, Learning Intentions and Success Criteria. • Design, implement observation model 	<ul style="list-style-type: none"> • Consolidate School Improvement Leadership team, (SILT) by meeting fortnightly to develop, implement and evaluate the effectiveness of strategically developed staff PD activities around the <i>Powerful Learning and Precise teaching</i> Program- PD budget • Prioritize team APT time per year level- Timetable for 3 meetings per team per week • Prioritize weekly staff workshop • Plan and deliver introductory activities for first 2 curriculum days- High expectations and Learner Protocols- PD • GANTT-Develop the detailed plan for introduction of Year One theories of action, High reliability, Learner Protocols, Narrative and Pace and Learning Intentions and Success Criteria. Wednesday breakfast meetings • Deliver fortnightly whole staff workshops- on the relevant Theory of Action' • Design trial and implement framework for classroom observation, coaching and feedback model to consolidate teacher practice in theories of action • Develop teacher portfolio trial – Google app • Create a specific set of LP's based on Alice for permanent display in the foyer 	Principal, Assistant Principal, Leading Teacher Curriculum ICT leader Program and Pedagogy Leader PLT leaders. (SILT) John Marcelle- All Marcelle John, Jenny, Jared, Beth Alice ,Lynne (SILT) SILT Marcelle Jared Alice, Google educator- Chris Hart & Program Development committee (PDC)	January 2016- December 2016 Ongoing January 2016- Feb 29 th 2016 Jan-Jun 2016 Jun-Dec 2016 By June 2016	<ul style="list-style-type: none"> • Teachers are observing each other using learner protocols and high expectations • Teachers are observing each other using narrative and pace effectively • Teachers are personally reflecting on their use of the nominated theories of action and sharing this journey with their teams on a consistent basis in Monday pedagogy and practise meetings • Visual evidence in classroom displays and student learning samples reflect learner protocols and theories of action. • Teachers have visited each other's classroom with specific intent to observe targeted practise and can identify precision of practise. • Staff PDP goals are clearly linked to strategic intent and focussed on improved precision resulting in improved student outcomes (Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results as evidenced by NAPLAN from 11% to 18% and reduce low growth from 40% to 25%) • Teachers have multiple forms of evidence that illustrate the impact precise practise has had on improving the challenge in learning programs. • Teachers are sharing practise face to face 4 times per week in PLT and virtually through Google pages

<p>Improve teacher capacity to effectively collect, analyse and evaluate reliable data to improve the authenticity of teacher judgments.</p>	<ul style="list-style-type: none"> • Embed Team protocols with focus on assessment and moderation. • Develop staff capacity to make authentic VELs judgments • Strengthen the culture of professional learning about data literacy • Develop teacher capacity to understand how to interpret data sets • Use data and diagnostic tools to understand student learning achievement and added value • Further personalize and develop the P-2 literacy intervention program 	<ul style="list-style-type: none"> • Document agendas and minutes • PCO align to each tem for meetings where possible • Participate in network data literacy initiatives- Principal and LT booked into Bastow course • Timetable once semester vertical team meetings to develop staff knowledge about assessment for E through to A. • Access professional learning expertise- Half day PD Phillip Holmes Smith- allocate curriculum day • Introduce PAT Literacy. • In-service all teachers on SPA platform and invest in SPA tracker • Employ experienced teacher 0.4 to back fill P-2 teachers to facilitate classroom teacher literacy intervention 	<p>PLT leaders Marcelle and John</p> <p>Marcelle and Jenny</p> <p>John- Jared</p> <p>Marcelle</p> <p>Jenny</p> <p>Marcelle, Alice EVAN?</p>	<p>Jan-Dec 2016</p> <p>February 2016</p> <p>May</p> <p>April, June, Sep, Oct</p> <p>May</p> <p>February</p> <p>March</p>	<ul style="list-style-type: none"> • Teacher moderate all planned summative assessments • Teacher plan individually the focus students they will target for improvement or challenge (all concept intervention) and teams all know the students across their levels who comprise the support intervention group. • Classes regularly combine in various shapes and forms across the levels • Staff confidently access SPA to share data and assessment with parents at PT interviews and informal meetings. • Staff are willing to share data and demonstrate clear understanding of how to challenge students at the high end. • The percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) • Improve Numeracy student outcomes and increase percentage of students achieving above C according to AusVELS teacher judgements in all domains of Numeracy with a focus at Foundation, Grade 1 and Grade 4. (from an averaged 12% to 20%)
<p>Develop greater confidence and proficiency of staff in the teaching of numeracy</p>	<ul style="list-style-type: none"> • Evaluate Numeracy scope and sequence and develop whole school approach • Develop quality Numeracy practises and activities • Evaluate and develop the Numeracy assessment Gantt • Develop practise by establishing network links • Improve teachers in class confidence by providing targeted coaching and opportunities to work in a support partner environment 	<ul style="list-style-type: none"> • Allocate time for Numeracy leader to evaluate current curriculum and programs • Allocate PDC time to feedback session • In collaboration with SILT develop approach • Allocate resources for a working party to develop the approach into a model that is infused with the theories of action and timeline for delivery to staff • Share SPA PD opportunities to network schools and restructure the weekly meeting schedule to show that Data is a priority • Contact Principal colleagues to access Numeracy expertise in the network. • Numeracy Leader to join Numeracy network and rotationally take staff members from each year level • Allocate staff workshop time to practical examples 	<p>John Jared Marcelle , Ken</p> <p>Ken</p> <p>Marcelle Ken and PLT leaders Jared</p>	<p>Jan-Jun</p> <p>April, July</p> <p>Semester1</p> <p>Semester1</p> <p>January</p> <p>2016</p> <p>April-Dec</p>	<ul style="list-style-type: none"> • All staff confidently and effectively using SPA tracker • Individual teachers within teams can articulate which sets of data teams are focussed on improving • Teachers are personally reflecting on their use of the nominated theories of action and sharing this journey with their teams on a consistent basis in Monday pedagogy and practise meetings • The percentage of students in Foundation-6 above C has improved by approximately 8% across all domains of and Numeracy.- Focus F, 1, 4. • Teachers have shared knowledge of the schools Numeracy scope and sequence for their level and are beginning to implement consistent and effective numeracy practises • All classroom Teachers are participating in regular numeracy workshops on site and modelling these in their own classrooms • Student Numeracy data – PAT Maths show an improvement in value add by December 2016 • Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results as evidenced by NAPLAN from 11% to 18% and reduce low growth from 40% to 25% • Improve the percentage of students assessed at above C in Grade 4 writing from 23% to 28%,

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goal	All members of the school community are inspired to be confident curious and creative learners who are strongly connected.	Targets	<ol style="list-style-type: none"> Improved student Confidence, Curiosity and Creativity as evidenced by student feedback surveys. Student led conferencing operates effectively from Grade 1-6 annually as evidenced by teacher documentation Improved parent involvement in student learning by encouraging parents to be active and effective partners in student learning evidenced by parent attendance at student led conferences at or above 70% 		
		12 month targets	<ol style="list-style-type: none"> Improve student learning confidence (SAT S) from 91% to 94% Improve Student Motivation 74% to 82% (into 4th quartile) 		
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
Improve Student voice	<ul style="list-style-type: none"> Broaden the opportunities for students to use their voice in shaping their learning and school experiences. 	<ul style="list-style-type: none"> Reevaluate the current SRC practises, reinvigorate and extend this student representative group's role in the school-Poll students for ideas each term All senior students leaders attend Leadership conference Student leaders meet with PCO every fortnight to develop initiatives and feedback Develop a pilot trial for the implementation of student led conferences 3-4 Develop a strategy to improve collection of student attitudes in Grade 3 and 4 	<p>Lynne O Grade 6 leadership team</p> <p>Ken</p> <p>Marcelle John Ken</p> <p>Allison, Jenny and Jared</p>	<p>Term 1</p> <p>Ongoing</p> <p>February</p> <p>Fortnightly 2016</p> <p>By Term 3</p>	<ul style="list-style-type: none"> Student leaders attend School Council Each class has an identifiable and active member who attends SRC regularly Students have developed pride in their achievements and can articulate their progress Student motivation in Grade 5-6 has improved to the fourth quartile Grade 3 and 4 have run successful student led conferences with parent attendance documented to show that at least 70% parents attend Improve student learning confidence (SAT S) from 91% to 94%
Improve student meta - cognition	<ul style="list-style-type: none"> Broaden the opportunities within the learning and extra curricular programs to enhance confidence, curiosity and creativity across the school community. 	<ul style="list-style-type: none"> Develop a focus on metacognition in PLT's weekly pedagogy meeting. Share high performing staff PDP end cycle presentations focussed on Metacognition with whole staff Implement learning protocols, learning intentions and success criteria All PLT's provide parents with focussed information evenings related to learning programs 	<p>PLT Leaders</p> <p>Wendy</p> <p>All staff led by SILT</p>	<p>Term 2,3,4</p> <p>Term 1</p> <p>By Dec 16</p>	<ul style="list-style-type: none"> Staff share learner centred strategies that provide students with opportunity to demonstrate how they think about their learning Visual displays of learning resources and student learning demonstrate metacognitive skill Students can recognise their demonstration of learning protocols in learning improvement they achieve More students in Grade1-6 achieve B and A in the speaking and listening dimension with focus at Foundation-2 Improve Student Motivation (SATS) from 74% to 82% (into 4th quartile)
Connect with community	<ul style="list-style-type: none"> Investigate and create a broad range of community connections that support student learning and engagement. 	<ul style="list-style-type: none"> Further develop the roles of the student leader team and enable them to take a lead role in developing stronger community connections that are mutually beneficial Community connection workshops in the 5-6 program 	<p>PCO, 5-6 PLT leader and student leadership team</p>		<ul style="list-style-type: none"> Various community members are regular participants in aspects of school life, including learning programs. Senior students participate in a wider range of off site learning opportunities

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

WELLBEING					
Goal	To create and nurture a resilient school community who share a common vision and values.	Targets	1. Improve parent opinion positive responses for behaviour, general satisfaction and input to $\geq 85\%$ 2. Improve parent participation and understanding of learning programs and increase parent attendance at learning sessions from 5% to 20% 3. Improve student resilience and wellbeing by improving SATS -student safety from 81% to 87% and morale from 85 to 90%		
		12 month targets	A. Improve parent opinion survey results for parent input by 5% from 65% to 70% B. Improve attendance at parent workshops from an average of 5% to over 10% C. Improve SATS -student safety from 81% to 83% D. Improve SATS -morale from 85 to 87%		
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
Build a stronger understanding of resilience in staff, students and parents.	<ul style="list-style-type: none"> Introduce the DET resilience program in learning programs F-6 Deliver parent workshops focussed on resiliency/learning programs each term Consistently communicate good practise in building student resilience to parent community 	<ul style="list-style-type: none"> PLT term planning Access expertise, Reconnect with Jenny Baker and provide facilities for workshops each term Fortnightly articles in Newsletter. 	Cath Beaumont Chaplain- Faye Ludik Marcelle	August 16 Dec 16 Ongoing	<ul style="list-style-type: none"> Resiliency survey data shows improvement from 70 % average across Grades 4,5 & 6 to 75% Parents more demonstrate improved resilience when supporting us with student issues as documented by wellbeing PLT Staff commonly uses a restorative approach and language with all students, especially when dealing with behaviour issues Punitive approaches are not demonstrated at all- no children left in corridors in timeout. Parents attend Resiliency workshops with improved numbers in attendance from an average of 5% to over 10%
Continue to embed Restorative Practices and Relational Learning processes as a whole school approach to wellbeing.	<ul style="list-style-type: none"> Reevaluate and improve access to Relational circle resources and continue to embed relational teaching and learning practises Provide regular PD on Restorative practises with whole school Implement high expectations in respect to restorative practises across the community Implement high expectations in the regular daily use of relational circles 	<ul style="list-style-type: none"> Staff RJP workshops. PCO rotationally visit morning classes to join circles Parents invited to participate in circle time Provide targeted support for graduates in RJP processes and link them with a RJP Mentor daily. 	Cath B Marcelle, John Cath B, Marcelle, Faye Marcelle John and SILT	Dec 16 Jan 16 Jan 16	<ul style="list-style-type: none"> Improve positive parent opinion responses to above state mean for behaviour, general satisfaction and parent input Staff encourage and model demonstrable restorative approaches as evidenced by a reduction in students approaching staff at recess and lunch in the staffroom. (Measurement to be investigated by wellbeing team) Students understand that they have the right to be heard and promote restorative language and practises themselves as evidenced by an increase in the practise of students leading daily relational circles- (Teacher documentation and feedback.) Improve SATS -student safety from 81% to 83% Improve SATS -morale from 85 to 87%
Review and develop the school Vision and Values.	<ul style="list-style-type: none"> Embed Vision and Values across school community 	<ul style="list-style-type: none"> Evaluate the responses from families, students and staff to the self-evaluation questions and develop new values that meet this cohorts needs. Upload the values to the website, school documentation and marketing Work with SILT on development of school vision. Involve SRC and Senior school leaders in workshops and forums 	SILT SRC Student leaders	By Dec 16	<ul style="list-style-type: none"> Students, staff and parents model the school values and can articulate the vision of our school and feel that they contributed and have ownership of our school direction, this will be measured by feedback at student led conferences.










Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goal	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	Targets	1. Maintain and/or increase current level of support while operating a surplus budget.		
		12 month target	A. Intervention is better targeted and streamlined to meet the needs of students identified by PLT's as requiring additional support and is evidence by an increase in student 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
Investigate and implement time and resources to provide effective PLTs.	<ul style="list-style-type: none"> • Timetable to support 3 x weekly PLT meetings • Provide additional time release for PLT leaders, 1-2 team and 3-4 team • Develop and implement coaching model to enable teacher observation, reflection sharing and feedback – Theories of Action • Provide all teachers from Foundation-Grade 2 with weekly release to target intervention for individual student sand small groups. 	Reschedule specialist classes across F-6 to maximise PLT shared APT time Employ experienced teacher .2 to enable specific leaders additional planning and time Develop timetabled classroom observation schedule Employ teacher .4 for intervention release F-2	John Marcelle Jared Marcelle	Jan 16 Jan 16 April 16	<ul style="list-style-type: none"> • PLT's are effective and proactively impacting positively on student learning outcomes as evidenced by numeracy improvement in high growth and a decrease of low growth percentages • All PLT's have embedded the operational protocols and staff feedback that this has made their work more focused and 'smarter' • Staff are eager to visit each other and trial shared practises in relation to introduced theories of action, documented by observation schedules by PLT leaders. • Students achieving B or above for reading (according to AusVELS teacher judgements) has increased by %5 at F, 1 and 2, and increased by 10% for all Numeracy domains.
Ensure effective provision of professional learning with a focus on Powerful Learning, Restorative Practices and Numeracy throughout the school community.	<ul style="list-style-type: none"> • Allocate budgets to support ongoing commitment to Powerful learning program, coaching and observation • Allocate budgets to support ongoing commitment to RJP • Allocate budgets to access Numeracy expertise 	SILT attend full day PD's throughout the year with Powerful learning program network schools Regular weekly staff workshops Book Ymer and Vingerhoets Provide time release and support for Numeracy leader and his team to develop whole school Numeracy approach	Marcelle Wellbeing Leader Numeracy Leader John and Ken	Ongoing 2016 Dec Semester 1 Semester 2	<ul style="list-style-type: none"> • Staff and learning community have clarity regarding what we are focussed into. • A whole school approach and plan for Numeracy has been documented in preparation for implementation. • Staff in every year level have developed a detailed understanding of student numeracy ability and needs and this is evidenced by an improved % of students achieving above C with particular focus at Foundation, Grade 1 and Grade 4
Ensure provision and effective use of teacher technology to support student learning.	<ul style="list-style-type: none"> • Create 3 year plan for in-class technology needs. • Develop Google app platform and implement Grade 3-6 • Allocate budget to upgrade and/or replace interactive white boards 	Create eLearning team Partner with Chris Hart, Google Educator Allocate staff workshops Create operational team protocol related to technology integration Provide voluntary workshop schedule to up-skill teachers Purchase LED smart TV's for all levels	Alice Alice SILT Evan	Feb 16 April 16 Term 2, 3 Feb 16	<ul style="list-style-type: none"> • All classrooms have up to date and functional ICT • ICT across the school is based on provision of a wide variety of digital devices.
Maximise financial input into the school through the	<ul style="list-style-type: none"> • Create and sustain additional and stronger community partnerships 	Implement 'Drive my School' community fundraising program Allocate an administration person to evaluate and contact all facility hirers and coordinate this	School Council President Belinda/	Dec 16	<ul style="list-style-type: none"> • Fundraising from Drive my school, parent club and other initiatives has enabled the school to provide air-conditioning in 65% of classrooms

development of local partnerships		network.			
Ensure the program budgets are used to achieve the strategic goals.	<ul style="list-style-type: none"> • Socialise 2016 AIP with all staff to clarify strategic intent 	Monitor budgets and sustain strategic focus	Program Development leader- Jared	Feb 16	<ul style="list-style-type: none"> • School maintains surplus status whilst achieving Literacy and numeracy intervention support

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		
<ul style="list-style-type: none"> Implement Year 1 of the Powerful learning and Precise teaching program across whole school - Embed 4 theories of action, High expectations, and Learner protocols, Narrative and Pace and Learning Intentions and Success Criteria. Strengthen PLT practices Embed operational team protocols Design, implement observation model 		\$8000 PD \$ 52000 0.5 Experienced teacher to back PLT leaders fill for coaching sessions, intervention and classroom observations	Staff surveys- High expectations, Learner and teacher protocols as per Compass. Initial data collected November 15, Next data sets June 16 Team feedback and reflection sessions- Workshops			
<ul style="list-style-type: none"> Embed Team protocols with focus on assessment and moderation. Develop staff capacity to make authentic VELs judgments Strengthen the culture of professional learning about data literacy Develop teacher capacity to understand how to interpret data sets Use data and diagnostic tools to understand student learning achievement and added value Further personalize and develop the P-2 literacy intervention program 		CRT for specific observation model \$40,000 Numeracy PD's \$2500\$3500	PDP goals/Mid Cycle reflections- articulation of the operational protocols and how they individually implement			
<ul style="list-style-type: none"> Evaluate Numeracy scope and sequence and develop whole school approach Develop quality Numeracy practises and activities Evaluate and develop the Numeracy assessment Gantt Develop practise by establishing network links Improve teachers in class confidence by providing targeted coaching and opportunities to work in a support partner environment 		Data PD \$4000 Parent platform, PD's and info nights \$500	Attendance numbers at voluntary PD			
<ul style="list-style-type: none"> Investigate and develop a plan for an educational parent action group and partnership protocols Develop the parent partnership to improve relationships and student achievement, Improve the clarity and purposefulness of communication with parents about student learning Improve PLT communication of specific programs to parents on a consistent basis 			Documentation of the structure, purpose and members of this parent action team			

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		
Broaden the opportunities for students to use their voice in shaping their learning and school experiences.		Student leadership PD \$3600	Student Leaders are highly visible and proactive in the school community			
Broaden the opportunities within the learning and extra curricular programs to enhance confidence, curiosity and creativity across the school community.		\$1000 student conferencing refreshments and materials	Staff have shared and coached each other on embedding metacognition			
Investigate and create a broad range of community connections that support student learning and engagement.			Students in 3-6 have run their own student led conference with a parent. Parents attend our learning evenings			
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		Evidence	
<ul style="list-style-type: none"> Introduce the DET resilience program in learning programs F-6 Deliver parent workshops focussed on resiliency each term Consistently communicate good practise in building student resilience to parent community 		\$200	Scope and sequence has DET resilience program mapped			
<ul style="list-style-type: none"> Reevaluate and improve access to Relational circle resources and continue to embed relational teaching and learning practises Provide regular PD on Restorative practises with whole school Implement high expectations in respect to restorative practises across the community Implement high expectations in the regular daily use of relational circle 		\$1800	10% of parents have attended resiliency workshops by June			
Embed Vision and Values across school community		\$800	Staff have relational resource banks in each level Marg Armstrong has delivered another afternoon PD to staff			
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		Evidence	
<ul style="list-style-type: none"> Timetable to support 3 x weekly PLT meetings Provide additional time release for PLT leaders, 1-2 team and 3-4 team Develop and implement coaching model to enable teacher observation, reflection sharing and feedback –Theories of Action 		\$80000, extra teacher- no face to face class- team support	All classrooms have up to date and functional ICT ICT across the school is based on provision of a wide variety of digital devices.			
<ul style="list-style-type: none"> Allocate budgets to support ongoing commitment to Powerful learning program, coaching and observation Allocate budgets to support ongoing commitment to RJP Allocate budgets to access Numeracy expertise 		\$25000	Fundraising from Drive my school, parent club and other initiatives has enabled the school to provide air-conditioning in 65% of classrooms			
<ul style="list-style-type: none"> Create 3 year plan for in-class technology needs. Develop Google app platform and implement Grade 3-6 						

<ul style="list-style-type: none"> Allocate budget to upgrade and/or replace interactive white boards 						
<ul style="list-style-type: none"> Create and sustain additional and stronger community partnerships 						
<ul style="list-style-type: none"> Socialise 2016 AIP with all staff to clarify strategic intent 						