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, 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 students a greater say</td>
</tr>
<tr>
<td></td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to 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 build 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></td>
<td>Setting expectations and promoting inclusion</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
</tr>
</tbody>
</table>

**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.

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.

Thorough analysis of the school’s 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 practices that enable us to isolate the reason that some children fail to value add and implement strategies to improve that value.

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.
### Building practice excellence

1. Build high impact professional teaching practice across the school to reduce instances of variation in school performance.

2. Improve teacher capacity to effectively collect, analyse and evaluate reliable data to improve the authenticity of teacher judgments.

3. Develop greater confidence and proficiency of staff in the teaching of numeracy
### Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>Targets</th>
<th>12 month targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>To maximise student individual learning outcomes.</td>
<td>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%</td>
</tr>
</tbody>
</table>

<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>
<tbody>
<tr>
<td>Build high impact professional teaching practice across the school to reduce instances of variation in school performance</td>
<td>• Implement Year 1 of the Powerful learning and Precise teaching program across whole school</td>
<td>• Consolidate School Improvement Leadership team, (SILT) by meeting fortnightly to develop, implement and evaluate the effectiveness of strategically developed staff PD activities around the Powerful Learning and Precise teaching Program- PD budget</td>
<td>Principal, Assistant Principal, Leading Teacher Curriculum ICT leader Program and Pedagogy Leader PLT leaders. (SILT)</td>
<td>January 2016- December 2016</td>
<td>• Teachers are observing each other using learner protocols and high expectations</td>
</tr>
<tr>
<td></td>
<td>• Attend professional learning activities with Wayne Craig and others.</td>
<td>• Prioritize team APT time per year level-Timetable for 3 meetings per team per week</td>
<td>John</td>
<td>Ongoing</td>
<td>• Teachers are observing each other using narrative and pace effectively</td>
</tr>
<tr>
<td></td>
<td>• Strengthen PLT practices</td>
<td>• Prioritize weekly staff workshop</td>
<td>Marcelle- All</td>
<td>January 2016- Feb 29th 2016</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Develop GANTT chart identifying key theories of action to be implemented and framework for whole school program of implementation.</td>
<td>• Plan and deliver introductory activities for first 2 curriculum days- High expectations and Learner Protocols- PD</td>
<td>Marcelle John, Jenny, Jared, Beth Alice, Lynne (SILT)</td>
<td></td>
<td>• Visual evidence in classroom displays and student learning samples reflect learner protocols and theories of action.</td>
</tr>
<tr>
<td></td>
<td>• Embed operational team protocols</td>
<td>• 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</td>
<td>SILT</td>
<td></td>
<td>• Teachers have visited each other’s classroom with specific intent to observe targeted practise and can identify precision of practise.</td>
</tr>
<tr>
<td></td>
<td>• Introduce whole school theories of action; High expectations, Authentic relationships and Learner protocols,</td>
<td>• Deliver fortnightly whole staff workshops- on the relevant Theory of Action’</td>
<td>Marcelle Jared</td>
<td></td>
<td>• 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%)</td>
</tr>
<tr>
<td></td>
<td>• Introduce Teacher theories of action; Narrative and Pace, Learning Intentions and Success Criteria.</td>
<td>• Design trial and implement framework for classroom observation, coaching and feedback model to consolidate teacher practice in theories of action</td>
<td>Alice, Google educator- Chris Hart &amp; Program Development committee (PDC)</td>
<td>Jan-Jun 2016 Jun-Dec 2016</td>
<td>• Teachers have multiple forms of evidence that illustrate the impact precise practise has had on improving the challenge in learning programs.</td>
</tr>
<tr>
<td></td>
<td>• Design, implement observation model</td>
<td>• Develop teacher portfolio trial – Google app</td>
<td>By June 2016</td>
<td></td>
<td>• Teachers are sharing practise face to face 4 times per week in PLT and virtually through Google pages</td>
</tr>
</tbody>
</table>

**WHEN**
- **January 2016- December 2016**
- **January 2016- Feb 29th 2016**
- **Jan-Jun 2016 Jun-Dec 2016**
- **By June 2016**

**SUCCESS CRITERIA:**
- Markers of success reflecting observable changes in practice, behaviour, and measures of progress

---

**KIS**
- **Build high impact professional teaching practice across the school to reduce instances of variation in school performance**

---

**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**
<table>
<thead>
<tr>
<th></th>
<th>Improve teacher capacity to effectively collect, analyse and evaluate reliable data to improve the authenticity of teacher judgments.</th>
<th>Develop greater confidence and proficiency of staff in the teaching of numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Embed Team protocols with focus on assessment and moderation.</td>
<td>Evaluate Numeracy scope and sequence and develop whole school approach</td>
</tr>
<tr>
<td></td>
<td>Develop staff capacity to make authentic VELs judgments</td>
<td>Develop quality Numeracy practises and activities</td>
</tr>
<tr>
<td></td>
<td>Strengthen the culture of professional learning about data literacy</td>
<td>Evaluate and develop the Numeracy assessment Gantt</td>
</tr>
<tr>
<td></td>
<td>Develop teacher capacity to understand how to interpret data sets</td>
<td>Develop practise by establishing network links</td>
</tr>
</tbody>
</table>
|  | Use data and diagnostic tools to understand student learning achievement and added value | Improve teachers in class confide

n by providing targeted coaching and opportunities to work in a support partner environment |
|  | Further personalize and develop the P-2 literacy intervention program | Allocate time for Numeracy leader to evaluate current curriculum and programs |
|  | Document agendas and minutes | Allocate PDC time to feedback session |
|  | PCO align to each term for meetings where possible | 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 |
|  | Participate in network data literacy initiatives-Principal and LT booked into Bastow course | Share SPA PD opportunities to network schools and restructure the weekly meeting schedule to show that Data is a priority |
|  | Timetable once semester vertical team meetings to develop staff knowledge about assessment for E through to A. | Contact Principal colleagues to access Numeracy expertise in the network. |
|  | Access professional learning expertise- Half day PD Phillip Holmes Smith- allocate curriculum day | Numeracy Leader to join Numeracy network and work with other leaders to develop and publish the Numeracy intervention approach into a model that is infused with the theories of action and timeline for delivery to staff |
|  | Introduce PAT Literacy. | Share SPA PD opportunities to network schools and restructure the weekly meeting schedule to show that Data is a priority |
|  | In-service all teachers on SPA platform and invest in SPA tracker | Contact Principal colleagues to access Numeracy expertise in the network. |
|  | Employ experienced teacher 0.4 to back fill P-2 teachers to facilitate classroom teacher literacy intervention | Numeracy Leader to join Numeracy network and work with other leaders to develop and publish the Numeracy intervention approach into a model that is infused with the theories of action and timeline for delivery to staff |
|  | Improve teacher capacity to make authentic VELs judgments | Individual teachers within teams can articulate which sets of data teams are focussed on improving |
|  | Strengthen the culture of professional learning about data literacy | 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 |
|  | Develop teacher capacity to understand how to interpret data sets | The percentage of students in Foundation-6 above C has improved by approximately 8% across all domains of and Numeracy. - Focus F, 1, 4. |
|  | Use data and diagnostic tools to understand student learning achievement and added value | Teachers have shared knowledge of the schools Numeracy scope and sequence for their level and are beginning to implement consistent and effective numeracy practises |
|  | Further personalize and develop the P-2 literacy intervention program | All classroom Teachers are participating in regular numeracy workshops on site and modelling these in their own classrooms |
|  | Document agendas and minutes | Student Numeracy data – PAT Maths show an improvement in value add by December 2016 |
|  | PCO align to each term for meetings where possible | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Participate in network data literacy initiatives-Principal and LT booked into Bastow course | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Timetable once semester vertical team meetings to develop staff knowledge about assessment for E through to A. | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Access professional learning expertise- Half day PD Phillip Holmes Smith- allocate curriculum day | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Introduce PAT Literacy. | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | In-service all teachers on SPA platform and invest in SPA tracker | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Employ experienced teacher 0.4 to back fill P-2 teachers to facilitate classroom teacher literacy intervention | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Improve teacher capacity to make authentic VELs judgments | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Strengthen the culture of professional learning about data literacy | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Develop teacher capacity to understand how to interpret data sets | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Use data and diagnostic tools to understand student learning achievement and added value | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |
|  | Further personalize and develop the P-2 literacy intervention program | Improve the percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN) |

<table>
<thead>
<tr>
<th>PLT leaders</th>
<th>Jan-Dec 2016</th>
<th>Teacher moderate all planned summative assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcelle and John</td>
<td>February 2016</td>
<td>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.</td>
</tr>
<tr>
<td>Marcelle and Jenny</td>
<td>May</td>
<td>Classes regularly combine in various shapes and forms across the levels</td>
</tr>
<tr>
<td>John- Jared</td>
<td>April, June, Sep, Oct</td>
<td>Staff confidently access SPA to share data and assessment with parents at PT interviews and informal meetings.</td>
</tr>
<tr>
<td>Marcelle</td>
<td>May</td>
<td>Staff are willing to share data and demonstrate clear understanding of how to challenge students at the high end.</td>
</tr>
<tr>
<td>Jenny</td>
<td>February</td>
<td>The percentage of Grade 5 students who achieve high growth in 2015 Numeracy results has improved to 18% from 11%, (NAPLAN)</td>
</tr>
<tr>
<td>Marcelle, Alice</td>
<td>March</td>
<td>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%)</td>
</tr>
</tbody>
</table>

| John | Jan-Jun | All staff confidently and effectively using SPA tracker |
| Jared | April, July | Individual teachers within teams can articulate which sets of data teams are focussed on improving |
| Marcelle, Ken | Semester 1 | 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 |
| Ken | Semester 1 | The percentage of students in Foundation-6 above C has improved by approximately 8% across all domains of and Numeracy. - Focus F, 1, 4. |
| Marcelle | January | Teachers have shared knowledge of the schools Numeracy scope and sequence for their level and are beginning to implement consistent and effective numeracy practises |
| Ken and PLT leaders | 2016 | All classroom Teachers are participating in regular numeracy workshops on site and modelling these in their own classrooms |
| Jared | April-Dec | Student Numeracy data – PAT Maths show an improvement in value add by December 2016 |

- **Targeted Literacy:** Improve the percentage of students assessed at above C in 2015 Numeracy results has improved to 18% from 11%. (NAPLAN)
- **Addressing Specific Challenges:** 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)
- **Professional Development:** 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%)
- **Curriculum and Program:** Improve teacher capacity to make authentic VELs judgments
- **Professional Learning:** Improve the percentage of students assessed at above C in 2015 Numeracy results has improved to 18% from 11%.
- **Data Literacy:** Staff are willing to share data and demonstrate clear understanding of how to challenge students at the high end.
# Annual Implementation Plan: for Improving Student Outcomes

## ENGAGEMENT

<table>
<thead>
<tr>
<th>Goal</th>
<th>Targets</th>
</tr>
</thead>
</table>
| All members of the school community are inspired to be confident curious and creative learners who are strongly connected. | 1. Improved student confidence, curiosity and creativity as evidenced by student feedback surveys.  
2. Student and conferencing operates effectively from Grade 1-6 annually as evidenced by teacher documentation  
3. 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

| A. Improve student learning confidence (SAT S) from 91% to 94%  
B. Improve Student Motivation 74% to 82% (into 4th quartile) |

## KIS

<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 timeframe for completion</th>
</tr>
</thead>
</table>
| Improve student voice | Broaden the opportunities for students to use their voice in shaping their learning and school experiences. | Revaluate 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 | Lynne O Grade 6 leadership team  
Ken Marcelle John Ken Allison, Jenny and Jared | Term 1  
Ongoing  
February  
Fortnightly 2016  
By Term 3 |
| Improve student meta-cognition | Broaden the opportunities within the learning and extra curricular programs to enhance confidence, curiosity and creativity across the school community. | 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 | PLT Leaders Wendy All staff led by SILT | Term 2,3,4  
Term 1  
By Dec 16 |
| Connect with community | Investigate and create a broad range of community connections that support student learning and engagement. | 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 | PCO, 5-6 PLT leader and student leadership team |  
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 |

## SUCCESS CRITERIA:

<table>
<thead>
<tr>
<th>Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
</table>
| 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% |

## WHEN

- Term 1
- Ongoing
- February
- Fortnightly 2016
- By Term 3
- Term 2,3,4
- Term 1
- By Dec 16

## Connect with community

- Investigate and create a broad range of community connections that support student learning and engagement.

## Improve student meta-cognition

- Broaden the opportunities within the learning and extra curricular programs to enhance confidence, curiosity and creativity across the school community.

## Improve student voice

- Broaden the opportunities for students to use their voice in shaping their learning and school experiences.

## Success criteria

- 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%
### 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 ≥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

<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 timeframe 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><strong>Build a stronger understanding of resilience in staff, students and parents.</strong></td>
<td>• Introduce the DET resilience program in learning programs F-6&lt;br&gt;• Deliver parent workshops focussed on resilience/learning programs each term&lt;br&gt;• Consistently communicate good practise in building student resilience to parent community</td>
<td>• PLT term planning&lt;br&gt;• Access expertise, Reconnect with Jenny Baker and provide facilities for workshops each term&lt;br&gt;• Fortnightly articles in Newsletter.</td>
<td>Cath Beaumont Chaplain-Faye Ludik Marcelle&lt;br&gt;Aug 16&lt;br&gt;Dec 16&lt;br&gt;Ongoing</td>
<td>• Resiliency survey data shows improvement from 70 % average across Grades 4, 5 &amp; 6 to 75%&lt;br&gt;• Parents more demonstrate improved resilience when supporting us with student issues as documented by wellbeing PLT&lt;br&gt;• Staff commonly uses a restorative approach and language with all students, especially when dealing with behaviour issues&lt;br&gt;• Punitive approaches are not demonstrated at all- no children left in corridors in timeout.&lt;br&gt;• Parents attend Resiliency workshops with improved numbers in attendance from an average of 5% to over 10%</td>
</tr>
</tbody>
</table>

| **Continue to embed Restorative Practices and Relational Learning processes as a whole school approach to wellbeing.** | • Revaluate and improve access to Relational circle resources and continue to embed relational teaching and learning practices<br>• Provide regular PD on Restorative practices with whole school<br>• Implement high expectations in respect to restorative practices across the community<br>• Implement high expectations in the regular daily use of relational circles | • Staff RIP workshops.<br>• PCO rotationally visit morning classes to join circles<br>• Parents invited to participate in circle time<br>• Provide targeted support for graduates in RIP processes and link them with a RIP Mentor daily. | Cath B<br>Marcelle, John<br>Cath B, Marcelle, Faye<br>Marcelle John and SILT<br>Dec 16<br>Jan 16<br>Jan 16 | • Improve positive parent opinion responses to above state mean for behaviour, general satisfaction and parent input<br>• 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)<br>• 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.)<br>• Improve SATS - student safety from 81% to 83%<br>• Improve SATS - morale from 85 to 87% |

| **Review and develop the school Vision and Values.** | • Embed Vision and Values across school community | • Evaluate the responses from families, students and staff to the self-evaluation questions and develop new values that meet this cohorts needs.<br>• Upload the values to the website, school documentation and marketing<br>• Work with SILT on development of school vision.<br>• Involve SRC and Senior school leaders in workshops and forums | SILT<br>SRC<br>Student leaders<br>By Dec 16 | • 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

<table>
<thead>
<tr>
<th>PRODUCTIVITY</th>
<th>Goals</th>
<th>Targets</th>
<th>12 month target</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>
<tbody>
<tr>
<td><strong>PRODUCTIVITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.</strong></td>
<td></td>
<td>1. Maintain and/or increase current level of support while operating a surplus budget.</td>
<td>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.</td>
<td>• Timetable to support 3 x weekly PLT meetings</td>
<td>Reschedule specialist classes across F-6 to maximise PLT shared APT time</td>
<td>John</td>
<td>Jan 16</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Investigate and implement time and resources to provide effective PLTs.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ensure effective provision of professional learning with a focus on Powerful Learning, Restorative Practices and Numeracy throughout the school community.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ensure provision and effective use of teacher technology to support student learning.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maximise financial input into the school through the</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KIS

- **Investigate and implement time and resources to provide effective PLTs.**
  - Allocate budgets to support ongoing commitment to Powerful learning program, coaching and observation
  - Allocate budgets to support ongoing commitment to RIP
  - Allocate budgets to access Numeracy expertise

- **Ensure effective provision of professional learning with a focus on Powerful Learning, Restorative Practices and Numeracy throughout the school community.**
  - Allocate budgets to support ongoing commitment to Powerful learning program, coaching and observation
  - Allocate budgets to support ongoing commitment to RIP
  - Allocate budgets to access Numeracy expertise

- **Ensure provision and effective use of teacher technology to support student learning.**
  - 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

- **Maximise financial input into the school through the**
  - 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

### How the School Will Do It (Including Financial and Human Resources)

- **Investigate and implement time and resources to provide effective PLTs.**
  - 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

- **Ensure effective provision of professional learning with a focus on Powerful Learning, Restorative Practices and Numeracy throughout the school community.**
  - 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

- **Ensure provision and effective use of teacher technology to support student learning.**
  - 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

### Who Has Responsibility

- **Investigate and implement time and resources to provide effective PLTs.**
  - John
  - Marcelle
  - Jared

- **Ensure effective provision of professional learning with a focus on Powerful Learning, Restorative Practices and Numeracy throughout the school community.**
  - Marcelle
  - Wellbeing Leader
  - Numeracy Leader
  - John and Ken

- **Ensure provision and effective use of teacher technology to support student learning.**
  - Alice
  - Alice
  - SILT
  - Evan

### When Timeframe for Completion

- **Investigate and implement time and resources to provide effective PLTs.**
  - Jan 16
  - Jan 16
  - April 16

- **Ensure effective provision of professional learning with a focus on Powerful Learning, Restorative Practices and Numeracy throughout the school community.**
  - Ongoing 2016
  - Dec
  - Semester 1
  - Semester 2

- **Ensure provision and effective use of teacher technology to support student learning.**
  - Feb 16
  - April 16
  - Term 2, 3

### 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.**
  - • 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 ½% 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.**
  - • 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.**
  - • All classrooms have up to date and functional ICT
  - • ICT across the school is based on provision of a wide variety of digital devices.
<table>
<thead>
<tr>
<th>Development of local partnerships</th>
<th>Ensure the program budgets are used to achieve the strategic goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network.</td>
<td>Socialise 2016 AIP with all staff to clarify strategic intent.</td>
</tr>
<tr>
<td>Monitor budgets and sustain strategic focus</td>
<td>Program Development leader - Jared.</td>
</tr>
<tr>
<td>Feb 16</td>
<td>School maintains surplus status whilst achieving Literacy and numeracy intervention support.</td>
</tr>
</tbody>
</table>
Monitoring of Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>Actions:</th>
<th>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>
</table>
| • 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  
  CRT for specific observation model  
  Numeracy PD’s  
  $2500$3500  
  Data PD  
  $4000  
  Parent platform, PD’s and info nights $500 | 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  
  PDP goals/Mid Cycle reflections- articulation of the operational protocols and how they individually implement | |
| • 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 | | |
| • 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 | | |
| • 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 | | |

- Attendance numbers at voluntary PD  
- Documentation of the structure, purpose and members of this parent action team
### ENGAGEMENT

**Actions:**
- Broaden the opportunities for students to use their voice in shaping their learning and school experiences.
- Broaden the opportunities within the learning and extra curricular programs to enhance confidence, curiosity and creativity across the school community.
- Investigate and create a broad range of community connections that support student learning and engagement.

**6 month progress against success criteria and /or targets**
- Student leadership PD $3600
- $1000 student conferencing refreshments and materials

**12 month progress against success criteria and /or targets**
- Student Leaders are highly visible and proactive in the school community
- Staff have shared and coached each other on embedding metacognition
- Students in 3-6 have run their own student led conference with a parent.
- Parents attend our learning evenings

<table>
<thead>
<tr>
<th>Status</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

### WELLBEING

**Actions:**
- 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
- Revaluate 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
- Embed Vision and Values across school community

**6 month progress against success criteria and /or targets**
- $200
- $1800
- $800

**12 month progress against success criteria and /or targets**
- Scope and sequence has DET resilience program mapped
- 10% of parents have attended resiliency workshops by June
- Staff have relational resource banks in each level
- Marg Armstrong has delivered another afternoon PD to staff

<table>
<thead>
<tr>
<th>Status</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

### PRODUCTIVITY

**Actions:**
- 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
- Allocate budgets to support ongoing commitment to Powerful learning program, coaching and observation
- Allocate budgets to support ongoing commitment to RIP
- Allocate budgets to access Numeracy expertise
- Create 3 year plan for in-class technology needs.
- Develop Google app platform and implement Grade 3-6

**6 month progress against success criteria and /or targets**
- $80000, extra teacher- no face to face class- team support

**12 month progress against success criteria and /or targets**
- All classrooms have up to date and functional ICT
- ICT across the school is based on provision of a wide variety of digital devices.
- Fundraising from Drive my school, parent club and other initiatives has enabled the school to provide air-conditioning in 65% of classrooms

<table>
<thead>
<tr>
<th>Status</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
- Allocate budget to upgrade and/or replace interactive white boards
- Create and sustain additional and stronger community partnerships
- Socialise 2016 AIP with all staff to clarify strategic intent