2016 Annual Implementation Plan: for Improving Student Outcomes

4986

Highvale Primary School
2016

Based on Strategic Plan [2016-19]

Endorsements

Endorsement by School Principal	Signed……………………………………. Name……………………………………. Date………………………………………
Endorsement by School Council	Signed……………………………………. Name……………………………………. Date………………………………………
Endorsement by Senior Advisor	Signed……………………………. Name……………………………………. Date………………………………………

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	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	✓

Initiatives Rationale:
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 2015 Peer School Review completed in Term 3 and the subsequent development of the 2016-19 School Strategic Plan provide clear direction for the school and its community.
The evaluation of school data through this process demonstrated high absolute scores and High growth above 30% in all assessed NAP achievement areas. Low growth was also below 25% in all NAP areas. Areas for focus informed by teacher judgments include Writing, Mathematics and STEM. **'Building practice excellence'** will be a focus in these areas.
Student Attitude, Parent Opinion and Staff Opinion data were also all above State norms – Our challenge is to maintain 'above state norms' in these areas in a climate of improvement across the Education State.
Student connectedness to peers is a relative weakness which will continue to be addressed through the development of our School Wide Positive Behaviour culture. Therefore **'Empowering students and building school pride'** will be a focus.
Our student population includes greater than 60% identified EAL learners from a broad range of cultural backgrounds. Academic success is valued and supported by our families, however strengthening communication strategies and parent partnerships has been identified as key to enhancing parent engagement with their child's education. Therefore **'Building Communities'** will be a focus.

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'	- Embed research-based instructional methodologies to teaching and learning to ensure whole school consistency of practice. - Strengthen purposeful teaching and assessment strategies, quality tasks and student feedback that support the demonstrated learning needs of every student. - Build teacher capacity to deliver consistent best practice aligned with school expectations through a collaborative peer observation and coaching model.
'Empowering students and building school pride'	- Facilitate a whole school approach that integrates the learning of science, technology, engineering and mathematics (STEM). - Ongoing integration of eLearning for relevant, authentic and collaborative learning experiences using current and new technologies. - Strengthen the communication and partnership with parents to enhance parent engagement with their child's education. - Develop, implement and invest in a resourcing plan to support the ongoing development of the physical learning spaces in the context of enrolment growth.
'Building Communities'	- Build student peer relationships through teaching and learning and wellbeing programs. - Fully implement the School Wide Positive Behaviour Framework as a whole school approach.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals		Targets	
	To achieve demonstrated learning growth of every student across the curriculum with a strong emphasis on writing and mathematics.		

Measures that reflect high or improved student achievement against the 2014 &15 benchmarks:

NAPLAN (2015 Benchmarks)
- a. Increase the percentage of students achieving **above the expected level in:**
    - **Year 3**
        - o Reading, Spelling, Grammar & Punctuation, Numeracy at or above 80% by 2019
        - o *Sustain Writing above 80% each year to 2019

    - **Year 5**
        - o Writing, Spelling, Grammar & Punctuation, Numeracy at or above 65% by 2019
        - o *Sustain Reading above 65% each year to 2019

2016 Targets

Learning Areas	Y3 -2015 Benchmark Above expected level			Y3 2016 Target	Y5 -2015 Benchmark Above expected level			Y5 2016 Target
Band	5	6	5&6		7	8	7&8	
Reading	17	60	77	77%>	34	34	68	65%> =
Writing	51	34	85	80% > =	34	6	40	46% >
Spelling	31	42	73	75%>	25	28	53	56%>
Grammar & Punctuation	14	63	77	77%>	25	28	53	56%>
Numeracy	22	37	59	65%>	21	21	43	49%>

- b. NAPLAN Relative Growth(Y3-5) assessments
    - o Sustain the percentage achieving high growth in all areas above 35%
    - o Increase the percentage achieving high growth in Grammar & Punctuation to 35%
    - o Sustain the percentage achieving low growth in Reading below 7%
    - o Decrease percentage achieving low growth to 15% in all other areas.

2015 Relative Growth Benchmark Data

Domain	Percentage of Students		
Reading	6.7%	56.7%	36.7%
Writing	16.7%	43.3%	40.0%
Spelling	20.0%	36.7%	43.3%
Grammar & Punctuation	23.3%	46.7%	30.0%
Numeracy	20.0%	40.0%	40.0%

2016 Relative Growth Targets

Domain	Percentage of Students		
	L	M	H
Reading	<7%		35%>
Writing	15%		35%>
Spelling	15%		35%>
Grammar & Punctuation	15%		=35%
Numeracy	15%		35%>

Teacher Judgments (2014 Benchmarks)
- c. Improvement in student learning as measured by student achievement in **writing** and **mathematics**.

    - **Year levels Prep-6 combined.**
        - o Percentage of students who achieve an A or B to increase each year.

Learning Areas		2014 Benchmark School Average % A&B	2016 Target A&B	2019 Target A&B
ENGLISH P-6	Reading & Viewing	69	72	75
	WRITING	46	53	55
	Speaking & Listening	40	54.2	50
MATHEMATICS P-6	Number & Algebra	58	63.7	65
	Measurement & Geometry	52	55.2	60
	Statistics & Probability	55	65.1	60

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2015 Benchmark & 2016 Target

	R	2016	W	2016	S&L	2016	N	2016	MGE	2016	STP	2016
P	86	75	53.5	55	43	50	78	65	59	60	83	60
1	52	86	42	55	50	50	66	80	27	60	70	83
2	55	55	44	46	55	52	46	68	31	35	54	70
3	86	58	59	48	65	57	70	48	68	39	72	55
4	81	86	62	60	48	67	62	72	65	68	62	72
5	62	81	41	62	52	50	47	64	59	65	53	62
6	81	65	69	45	73	54	64	49	64	60	58	54
Av	71.8	72	52.9	53	55	54.2	61.8	63.7	53	55.2	64.5	65.1

12 month targets	See above

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

Embed research-based instructional methodologies to teaching and learning to ensure whole school consistency of practice.	Curriculum & Practice of Teaching
	• Further develop and embed the whole school approach to writing.
	• Develop, implement and document a whole school approach to mathematics.
		• Budget
		
		• Allocate and prioritise Time
		
		• Staff Professional Learning
			Principal	Semester 1	• Allocation for Professional Consultant(s).
					• Allocation for Priority Leaders eg CRT release NAP evaluation
					• SC approved day (Writing)
					• Time for Team Meetings within VGSA
					  o Eg LTM, CTM, PLT, Staff Meetings
					  o Allocation of appropriate time for Staff professional learning in meetings.
					• Mathematics Leader supported re Community engagement event

			Assistant Principal	Sem 1	• School Timetable provides time for 'Collegiate Visits' during Non-Face to Face teaching time.
			English Leader	Sem 1 Sem 2	• Staff Professional Learning - 7 Steps whole school PL completed • Agreed periods of time established for professional practice (Learning, Application & Reflection) • Model and promote whole School English practices • Agreed changes of practice trialled and documented in Student Learning Overview
			Mathematics Leader	Sem 1 Sem 1&2 Sem 2	• Staff Professional Learning 2016 Overview scoped • Agreed periods of time established for professional practice (Learning, Application & Reflection) • Mathematics Consultant Ryan Dunn dates for PL booked and communicated to Prin/staff • Commercial assessments and new DET tools investigated. • Model and promote Mathematics • Whole school language, planning and practice commenced. • Family Maths community 'engagement' event • Agreed changes of practice trialled and documented in Student Learning Overview
			CTM & PLT	Semester 1&2	• Actively engage in Timperley's cycle, including measures of Impact evident through Minutes
			Teachers	Semester 1&2	**Writing** • All teachers actively participate in all 7 Steps Professional Learning and collegiate visits. • 7 Steps integrated within the Conditions of Writing classroom planning documents • Shared practices of teaching initiated by all teachers. **Mathematics – All teachers** • Participate in all Professional Learning (PL) and Maths collegiate visits. • Agreed changes of practice trialled • Whole school language, planning and practice commenced. • Active participation in Family Maths community 'engagement' event

Strengthen purposeful teaching and assessment strategies, quality tasks and student feedback that support the demonstrated learning needs of every student.	• Enhance our knowledge of the four aspects of visible learning theory – learning intentions, success criteria, quality tasks and student feedback (John Hattie) across all curriculum areas.	• Staff Professional Learning
		• Shared Professional reading of 'Visible Learning for Teachers' & VL series (John Hattie)
		• Budget to support acquisition of research based texts.
			Principal
			
			CTM
				Semester 1
				
				Semester 2
					Visible Learning & Timperley's Cycle
					• Agreed periods of time established for professional practice (Learning, Application & Reflection)
					• Visible Learning for Teachers 1 book per teacher acquired.
					• Agreed School processes for effective use of Student achievement data using Timperley's inquiry cycle documented & evident:
					   ○ Whole School (e.g. POPs)
					   ○ PLT and
					   ○ Individual
					• Whole School agreement of quality LI & SC documented in Student Learning Overview

			Teachers	Semester 1 &2 Sem 1 Sem 1&2	• All teachers actively participate in Visible Learning professional learning/reading; Learning Intentions (LI) Success Criteria (SC), Effective Feedback (EF) and Quality Tasks (QT). • LI and SC evident in all PLT, class and specialist planning and accessible to students. • Shared practices trialled by all teachers
Build teacher capacity to deliver consistent best practice aligned with school expectations through a collaborative peer observation and coaching model.	Staff Professional Growth • Gauge staff knowledge, understanding and confidence in effectively meeting the needs of EAL students.	• Time for Induction &mentoring EAL Leader	Principal	Sem 1 (T1 Week 1-3)	**English as an Additional Language (EAL)** • New EAL Leader inducted and mentored by outgoing Leader.
		• Staff Professional Learning – Engage in Timperleys' cycle.	EAL Leader(s)	Semester 1 Sem 2	• Staff EAL PL requirements identified • Agreed periods of time established for professional practice (Learning, Application & Reflection) • TEAL PL with a focus on enhanced assessment & reporting. • TEAL assessments for EAL learner's trialled. • Continue evaluation and refine program including roles. • Oral Language EAL assessment checklists fully developed.
			Teachers	Semester 1&2 Sem 2	• Participate in all Professional Learning (PL). • Agreed changes of practice trialled • OL EAL Checklists completed
	• Utilise the strengths of the current collegiate learning model to form the foundations of a formal peer observation and coaching program.	• Evaluation of Collegiate program utilising AITSL • Explore professional resources for whole school coaching - eg Growth Coaching – 'Coaching Conversations' • Staff Professional Learning	Principal LTM Teachers	Semester 1&2 Sem 2	Collegiate Program • Program audited SWIS • Key resources identified and PL identified. • Active participation in PL by all teachers

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT				
Goals	To strengthen student engagement in their learning and develop creative, curious and motivated learners.	**Targets**	**Measures** that reflect high or improved student engagement against 2014 & 15 benchmarks:	

Student Attitudes to School Survey (Year 5&6)

    a. Mean scores for the teaching and learning variables continue to exceed State Mean for each Factor.

Teaching & Learning Factors	Factor Mean Score	
	Y5&6 School 2015	**Y5&6 State 2015**
Learning Confidence	4.19	4.15
School Connectedness	4.53	4.39
Stimulating Learning	4.28	4.14
Student Motivation	4.62	4.56
Teacher Effectiveness	4.48	4.41
Teacher Empathy	4.51	4.43

Teacher Judgments (2014 Benchmarks)

    b. Improvement in student learning as measured by student achievement in **science**, **mathematics** and **technology**.

        Year levels combined (Prep-6 TBC).

          o Percentage of students who achieve an A or B to increase each year.

Learning Areas		2014 Benchmark School Ave % A&B	2015 Benchmark School Ave % A&B	2016 Target A&B	2019 Target A&B
SCIENCE AusVELS Benchmark Y3-6 *2017 Vic Targets (are P-6 TBC)	Science Inquiry Skills	30	23%	28.75	45
	Science understanding	26	29%	32	45
	Science as a human endeavour	20	21%	30	30 (2016 only)
DESIGN CREATIVITY & TECHNOLOGY 2016 - AusVELS AusVELS Benchmark Y3-6	Analysing & Evaluating	20		25	25 (2016 only)
	Investigating & Designing	28		35	35 (2016 only)
	Producing	23		30	30 (2016 only)
TECHNOLOGIES 2017 - Vic Curric *2017 Vic Targets (are P-6 TBC)	Design & Technologies			**Starts 2017**	45
	Digital Technologies			**Starts 2017**	45

	Science						Design Creativity & Technology					
	Inquiry	2016	Understanding	2016	Human Endeavour	2016	Analysing & Evaluating	2016	Investigating & Designing	2016	Producing	2016
P												
1												
2												
3	0%	25	8%	25	5%	25						
4	10%	25	15%	28	4%	28						
5	30%	30	45%	30	36%	27						
6	53%	35	47%	45	39%	40						
Av	23.25%	28.75%	28.75%	32%	21%	30%						

Parent Opinion Survey (2015 Benchmarks)

    c. Mean scores for school improvement, approachability, parent input, learning focus and general satisfaction levels continue to exceed State Mean Benchmarks.

School Climate	School 2015	State 2015
School Improvement	6.07	5.64
Approachability	6.31	5.73
Parent Input	5.99	5.35
Learning Focus	5.88	5.72
General Satisfaction	6.30	5.86

12 month targets	**See above**

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
Facilitate a whole school approach that integrates the learning of science, technology, engineering and mathematics (STEM).	Student Engagement • Establish a whole staff agreed understanding of quality student engagement at Highvale PS. STEM • Develop a shared vision and plan for the whole school integration of science, technology, engineering and mathematics (STEM). • Audit and establish required resources including equipment & spaces. • Identify connections between Victorian Curriculum (Science, Technologies, Mathematics) STEM and Concept Curriculum	Staff Professional Learning Collaborative process informed by research Budget Staff Professional Learning Collaborative process informed by research Time ire Non Face to Face / Meetings	Assistant Principal Teachers Principal STEM Leader CTM PLTs Teachers	Semester 1 Sem 2 Sem 2 Sem 1 Sem 1&2 Sem 2 Early T4 Sem 1 & 2 Sem 1 Sem 2 Sem 2 (T4)	**Student Engagement** • Research of Engagement at developmental stages investigated. • Whole School collective understanding of Quality Student Engagement established • Documented in Student Learning Overview. • STEM leader supported re community 'engagement' evening • All teachers can describe what Engagement looks, sounds and feels like. **STEM** • STEM specialist role investigated and appointed • Potential partnerships investigated. • Research based projects/models investigated. • STEM specific PL and reading identified. • Active collaboration with PLTs to support CBL planning and PL • Model and promote STEM • Resources audited and spaces identified. • STEM community 'engagement' evening. • Vision and plan documented. • Integration of STEM understandings in Concept Curriculum & CBL planners as part of the planning and evaluation process each term. • Use of common STEM language commenced. • STEM Collegiate visit(s) re Specialist • STEM class based practices observable. • Active participation in STEM community 'engagement' evening by all teachers.
Ongoing integration of eLearning for relevant, authentic and collaborative learning experiences using current and new technologies.	Emerging Technologies & Authentic Learning • Identify emerging technologies to enhance student learning and parent engagement. • Identify current collaborative uses of technology and impact • Evaluate and identify further learning collaborative opportunities. • Review SAMR and continue professional learning.	Audit through collaborative process informed by research Research and school visit provision Staff Professional Learning	eLearning Leader & Team PLTs & Teachers	Sem 1 Sem 2 Sem 2	**Emerging Technologies** • Key resources identified which will inform the credentials of emerging technologies for purposeful and authentic learning and communication. • Current collaborative uses of technology to support learning and communication and their impact evaluated • Emerging opportunities identified • Staff PL supported through SAMR PL refresher • Staff needs, resources identified and plan developed. • PL and teaching trials commenced. • Minutes demonstrate discussion and PL to enhance authentic use of technology at the Modification and Redefinition levels of SAMR
Strengthen the communication and partnership with parents to enhance parent engagement with their child's education.	Parent Engagement, Communication & Student Learning • Establish a School understanding of quality Parent Engagement & Communication at Highvale PS. • Audit and evaluate current parent communication and engagement practices and resources including use of existing technologies, events and meetings. • Identify emerging technologies that will enhance parent communication and engagement with their child's learning. • Complete new School website • Pursue GradeXpert integration into website • Develop Parent Engagement Plan (PEP) to enhance Parent Engagement & Communication at HPS. • Explore avenues to enhance Parent Engagement with School and with each other through the 2016 Production.	Engage external consultant re website Utilise GradeXpert expertise re parent portal Involve parent groups in planning	Principal LTM Assistant Principal Report & Assessment Leader School Production Working Party Teachers and ES staff	Sem 1 Sem 2 Sem 1 (T2) Sem 2 (T4) Sem 1 (T2) Sem 2 (T4) Sem 2 (T3)	**Parent Engagement** • Parent Engagement & Communication research identified • Parent/groups surveyed. • Parent Engagement Plan developed (PEP) • School collective understanding of Parent Engagement documented. • Emerging technologies as tools to enhance communication identified and utilised in new school website / other eg Apps. • New website complete and live. • GradeXpert capability for integration into new school website (parent portal) established. • HPS Student Reporting model to parents evaluated. • Opportunities and improvements identified. • Plan commenced • Consultation with parent community evident through SC, PFA and parents on Production Working Party. • School Production promotes Parent Engagement with School, between parents and with student learning. • Participate in GradeXpert planning and trials. • Active participation in School Production preparation and parent engagement in student learning.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING

Goals	Grow and sustain strong relationships across the school community.	Targets	**Measures** include against the 2015 benchmarks:

Student Attitudes to School Survey (2015 Benchmarks)
- a. Mean scores for the student relationships and wellbeing continue to exceed State Mean Benchmarks.
- b. Connectedness to Peers improves to State Benchmark by 2019.

Student Relationships	Y5&6 School 2015	Y5&6 State 2015
Classroom Behaviour	3.99	3.31
Connectedness to Peers	4.06	4.29
Student Safety	4.35	4.29
Wellbeing	**Y5&6 School 2015**	**Y5&6 State**
Student Distress	6.04	5.89
Student Morale	5.77	5.70

Parent Opinion Survey
- c. Mean scores for classroom behaviour, student safety, connectedness to peers and social skills continue to exceed State Mean Benchmarks.

Student Behaviour	School 2015	State 2015
Classroom Behaviour	4.57	4.24
Student Safety	5.59	5.47
Student Engagement	**School 2015**	**State 2015**
Connectedness to Peers	6.00	5.87
Social Skills	5.90	5.76

School Wide Positive Behaviour
Fully implemented by end of Strategic period.
See Success Criteria

12 month targets	**See above**

| 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 student peer relationships through teaching and learning and wellbeing programs.	Student Peer relationships • Investigate current research to cooperative learning strategies across the curriculum. • Provide professional learning of the elements of the Cooperative Learning Model (CLM) • Review the Camp Schedule with a focus on enhancing peer connectedness	• Budget • Allocate and prioritise Time • Staff Professional Learning	Assistant Principal	Sem 1&2	**Cooperative Learning (CL)** • CLM PL provided for staff • Agreed periods of time established for professional practice (Learning, Application & Reflection) • Plan established for communication of CLM to parents **Camp** • Students surveyed to identify their interests and possible camp opportunities • Camp schedule review complete and aligned with Concept Curriculum to enhance opportunities for peer connectedness. • Junior School 'peer connectedness' opportunities investigated and agreed upon.
			PLTs	Sem 1 (T1) Sem 1 (T2)	• PLTs have identified and agreed to the most relevant common Element each term commencing T2 (ie 1 only across the whole school) of the CLM based on identified student needs. • Camps booked for 2017 • Planning is inclusive of this Element each term from T2
			Teachers	Sem 1 (T2)	• Actively participate in all CLM professional learning • Explicitly teach the identified CLM Element each term.
Fully implement the School Wide Positive Behaviour Framework	School Wide Positive Behaviour Framework (PBS) Utilise Timperley's cycle model to effectively guide SWPBF implementation.	• Budget • Allocate and prioritise Time	Principal & Assistant Principal	Sem 1 (T1&2)	**SWPBF** • 'Young Leaders' for elected Y6 Student Leaders fully implemented. • Key staff supporting Student Leaders have working knowledge of YL program eg STEM, Environment

|					
as a whole school approach.	• Build parent understanding of and engagement in the SWPBF • Review achievement and wellbeing awards and redevelop in line with the SWPBF. Staff, students and parent input. Focus on effort. • Provide regular communication to parents in regards to SWPB focus. • Provide for authentic Parental involvement on PBS Team. • Implement the 'Just Get Active' wellbeing program • Investigate research based strategies to enhance student resilience	• Staff Professional Learning	Assistant Principal	Sem 1 (T1) Sem 1	• PBS Parent Information evening – PBS LTM • Continue staff core PBS Professional Learning. • Agreed periods of time established for professional practice (Learning, Application & Reflection) • Youth Resilience Australia (YRA) survey data used to inform planning
			PBS LTM	Sem 1 (T1) Sem 2 (T4)	• Parent representative active involvement in Termly PBS LTM • SAS questions updated to collect specific feedback regarding JGA. • Parent understanding enhanced through 'tools for communication' and survey to gauge understanding. • Parent understanding of PBS = or > 3 on a 5 point scale • Provide PBS PL for elected Year 6 student leaders
			PLTs	Sem 1 (T1) Sem 1 (2) Sem 1 & 2	• Youth Resilience Australia data utilised by Year 3&4 and Y5&6 PLTs to inform planning. • DET resource 'Building Resilience' introduced. • PLTs have utilised Timperley Cycle to develop action plans to support areas of need as identified by SAS data. • Year 5&6 'Young Leaders' program fully implemented
			Teachers & ES Staff		• Model PBS behaviours • Teachers explicitly teach PBS 'Expected Behaviours' based upon identified student needs. • All staff use specific Tier 2 language developed from PBS Matrix for expected behaviour. • JGA completed daily in all classrooms – Timetable adjusted through consultation.
			Y6 Elected Student Leaders		• Students have designed and developed PBS awards. • PBS signs utilising photographs displayed around specific school settings. • Model and promote/celebrate expected behaviours in PBS Matrix to enhance the positive culture of the school

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals	To maximize the full scope of school resources to enable quality implementation of school goals and priorities.	Targets	**Measures** that reflect improved productivity include against the 2015 benchmarks:

School Staff Survey (2015 Benchmarks)
   a.   Maintain all components at or above 88%:

Overall Score	92
School Level support	90
Renewal of Knowledge & Skills	95
Applicability of Professional	95
Collective Participation	91
Active Participation	88
Coherence	92
Feedback	91

Parent Opinion Survey (2015 Benchmarks)
   b.   Continue to exceed State Mean Benchmarks in school improvement and general satisfaction.

School Climate	School 2015	State 2015
School Improvement	6.07	5.64
General Satisfaction	6.30	5.86

By 2019 (2014 & 15 Benchmarks):
   c.   Enhanced student achievement data as a result of targeted resource allocation.
       o   (see Achievement & Engagement AusVELS Targets)
   d.   Professional learning budget maintained and if possible increased to support high quality instructional practice and leadership development of identified staff
       o   Benchmark 2015 $21116 Teaching & ES combined
       o   2016 > $23000 combined Teacher & ES – see Indicative & Approved Budget
   e.   Budget allocation used to embed collaborative peer observation and coaching
       o   PL commenced and supported by budget funds
   f.   Resourcing plan has supported the ongoing development of technology and physical learning spaces aligned to priority areas.
       o   Evident in Revised Resourcing Plan

12 month targets	

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strategically monitor and evaluate the effectiveness of resource allocation to priority areas in the context of DET policy reform.	**Resource Allocation** • Build staff collective understanding of new DET School Improvement Framework. • Build Leadership Team knowledge of Zbar and Marzano for Improving Student Outcomes. • Monitor and continue to align the workforce plan to meet student needs. • Review all Team structures and align to SSP priorities. • Continue to develop distributive leadership model across school. • Resources allocated for introduction to peer observation and coaching. • Resource staff professional learning for whole school initiatives • Investigate funding, networking and partnership opportunities to support STEM.	• Budget • Allocate and prioritise Time • Staff Professional Learning • Staff PDP	Principal Staff and School Council STEM Leader		• Regular reflection on AIP at School Council, LTM & staff meetings. • Formal leadership study continues to be offered to aspiring leaders – e.g. LITM, Bastow • Peer Observation & Coaching resources identified. • Staff shared understanding of new School Improvement Model – DET 'Framework for Improving Student Outcomes' established. • Staff PL included in PDP plan aligned with AIP • Website funded. • Staff and School Council clearly advocate the school's vision to the community and beyond. • • Potential STEM partnerships identified.

	• Ensure School Timetable supports the effective implementation of all priorities. • Ensure Timetable and meeting structures support the continuation of collaboration within and across Teams. • Allocate resources for new school website to enhance communication to parents and community.				
Develop, implement and invest in a resourcing plan to support the ongoing development of the physical learning spaces in the context of enrolment growth.	• Establish a sound understanding of projected enrolment growth aligned to school's DET Facilities Schedule and provision re Education State. • Review the plan for investment of school-based funds to optimize teaching and learning spaces. • Maintain a surplus in SRP each year to support the implementation of School Strategic Plan initiatives.	• Budget • Schedule developed	Principal DET Infrastructure Principal School Council		• DET clarity obtained regarding Facilities Schedule and options for learning spaces aligned with School and Education State priorities. • Block B Maintenance project completed • School Resourcing & Investment plan documented • School Investment Policy evaluated and renewed

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	

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	

WELLBEING

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	

PRODUCTIVITY

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	