

2016 Annual Implementation Plan: for Improving Student Outcomes

School Number: 4612 Strathmore Primary School 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Name Debbie Starpins Date Monday 21st March 2016
Endorsement by School Council	Name Heidi Fitzpatrick (School Council President) Date Monday 21st March 2016
Endorsement by Senior Advisor	Signed..... Name.....

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.	
<p>The reasons for selecting the above initiatives are:</p> <p>The initiatives are in line with the school's goals and learning intentions for 2016 articulated in the School's Strategic Plan. The school is aiming to foster a culture of collegiality and professionalism amongst teaching staff with an agreed approach towards pedagogy across the school. We have identified growth in the school's achievement data and cohort data from Year 3 to 5 NAPLAN as an area for improvement. Therefore our initiatives and key improvement strategies relate to us becoming more effective in PLTs with teaching, learning, planning and assessment and working collaboratively on student achievement growth, intervention and extension. The school is in the third year of establishing Professional Learning Communities. Additionally, the school is implementing the School Wide Positive Behaviour Support framework in order to address the setting of expectations and the promotion of inclusion.</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	<ul style="list-style-type: none"> Embed a whole school approach to Professional Learning Teams (PLT's) using data and evidence to track the progress of every student and inform action Targeted teaching in Numeracy and Writing will be identified using data to meet the needs of all students
Curriculum Planning and Assessment	<ul style="list-style-type: none"> Develop, document and implement an agreed, cohesive whole-school curriculum for the students of Strathmore Primary School Review and refine the assessment schedule across the school Implement the assessment schedule and data collection schedule across the school The Leading teacher with the assistance of Literacy and Numeracy Leaders will develop a clear plan to assess current practices and adjust programs to meet individual student needs PLCs will use data more effectively to drive curriculum planning and show significant student growth
Building Leadership Teams	<ul style="list-style-type: none"> Build a leadership team (Guiding coalition) and the capacity to successfully drive the school initiatives to meet the targets Build the capacity of Teaching and Learning Leaders to consistently and successfully drive PLCs in their teaching and learning
Setting expectations and promoting Inclusion	<ul style="list-style-type: none"> Implementation of a School Wide Positive Behaviour Support framework Establish a Positive Behaviour Matrix and develop a new code of Conduct booklet

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve student achievement across the school with a focus on Literacy and Numeracy	Targets			
		<p>NAPLAN 85% of Year 5 students to have medium or high growth in their NAPLAN results from Year 3 to 5. 65% of Year 3 students to be in bands 5, 6 and above for NAPLAN in Reading and Writing. 55% of Year 3 students to be in bands 5, 6 and above for NAPLAN in Numeracy. 40% of Year 5 students to be in bands 7, 8 and above for NAPLAN in Reading and Writing. 35% of Year 5 students to be in bands 7, 8 and above for NAPLAN in Numeracy.</p> <p>AusVELS In Reading, Writing and Number 100% of Prep students will be at level. In Reading, Writing and Number 90% of Year 1 students will be at level. In Reading, Writing and Number 90% of Year 2 students will be at level. In Reading, Writing and Number 90% of Year 3 students will be at level. In Reading, Writing and Number 90% of Year 4 students will be at level. In Reading, Writing and Number 85% of Year 5 students will be at level. In Reading, Writing and Number 85% of Year 6 students will be at level.</p> <p>In Reading and number 50% of Prep students will be at least 6 months ahead. In Reading, Writing and Number 45% of Year 1 students will be at least 6 months ahead. In Reading, Writing and Number 50% of Year 2 students will be at least 6 months ahead. In Reading, Writing and Number 45% of Year 3 students will be at least 6 months ahead. In Reading, Writing and Number 45% of Year 4 students will be at least 6 months ahead. In Reading, Writing and Number 40% of Year 5 students will be at least 6 months ahead. In Reading, Writing and Number 50% of Year 6 students will be at least 6 months ahead.</p> <p>School Staff Survey Collective Responsibility – 75% endorsement Collective Efficacy – 75% endorsement Academic Emphasis – 70% endorsement Teacher Collaboration – 70% endorsement</p>			
		<p>12 month targets</p> <p>NAPLAN 85% of students to have medium or high growth in their NAPLAN results from Year 3 to 5.</p> <p>AusVELS In Reading, Writing and Number 100% of students will demonstrate at least 12 months growth over the year as measured by AusVELS (or Victorian Curriculum) teacher judgement scores on December reports.</p> <p>School Staff Survey Collective Responsibility – 75% endorsement Collective Efficacy – 75% endorsement Academic Emphasis – 70% endorsement Teacher Collaboration – 70% endorsement</p>			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop, document and implement an agreed, cohesive whole-school	- Review of Mathematics Essential Learning Statements	- Staff meetings and sections of PLT meetings will be allocated to the development, review and implementation of Essential Learning statements	Assistant Principal and	End of Term 1	Observation and record of Mini PLT discussions PLT generated assessments linked to the Essential

<p>curriculum for the students of Strathmore Primary School.</p>	<ul style="list-style-type: none"> - Development of Writing Essential Learning Statements 	<ul style="list-style-type: none"> for Mathematics and Writing - Use of Victorian Curriculum to ensure alignment of Essential Learning Statements - Development and review of Essential Learning Statements will focus on both vertical and horizontal consistency and cohesion - PLTs will refer to the Essential Learning Statements when planning and assessing student learning 	<p>Leading Teacher</p> <p>Curriculum Leaders for English and Mathematics</p> <p>Teaching and Learning Leaders</p> <p>Professional Learning Teams</p>		<p>Learning Statements</p> <p>Essential Learning Statements will be reflected in both term and weekly planning documents</p> <p>Completed documentation of Essential Learning Statement in Writing and Mathematics will be in place by the end of Term 1</p>
<p>Embed a whole school approach to Professional Learning Teams (PLT's) using data and evidence to track the progress of every student and inform action.</p>	<ul style="list-style-type: none"> - Document an agreed implementation plan for all mini-PLTs regarding procedures and protocols - Build teacher skills to understand, analyse and use student learning data 	<ul style="list-style-type: none"> - Allocation of two hours of planning time per week for each mini-PLT - PLTs and mini-PLTs will focus on the "Du Four" questions relating to student learning as a protocol when discussing Essential Learning for Mathematics and Writing - PLT's use data collation spreadsheets for tracking student growth and to informing planning - PLTs will implement a 3-tier model for intervention and extension for Essential Learning Standards in Mathematics - Implementation of intervention and extension based on needs established in student achievement data - PLTs and mini-PLTs to continually review and revise PLT-generated formative and summative assessments to ensure alignment to Essential Learning standards - Development of a strategy for formative and summative assessment of Writing Essential Learning (e.g. student Writing portfolio, teacher checklists and/or data spreadsheets) - Professional learning sessions for staff on how to collate and analyse data including use of spreadsheet software - Professional learning and coaching on Professional Learning Teams 	<p>Principal, Assistant Principal and Leading Teacher</p> <p>Curriculum Leaders for English and Mathematics</p> <p>Teaching and Learning Leaders</p> <p>Professional Learning Teams</p>	<p>Documented implementation plan for mini-PLT procedures and protocols developed in Term 2</p> <p>Focus on building capacity to understand, analyse and use student data will be on-going</p>	<p>Teachers can articulate the PLT process and the minutes from whole-term PLT meetings, mini-PLT meetings and Teaching and Learning Leaders meeting will reflect the use of:</p> <ul style="list-style-type: none"> • Du Four Questions • Essential Learning Statements • 3-Tier model of intervention and extension in Mathematics • PLT-generated assessments linked to Essential Learning Statements • Electronic data spreadsheets to track learning growth on PLT-generated assessments <p>Professional Development will be aligned with the school goals (minutes of staff meetings and curriculum day agendas)</p> <p>Coaching notes will reflect the PLT process in discussion and documentation</p> <p>Development of Writing portfolios to begin and be discussed at mini PLTs</p>
<p>Review and refine the assessment schedule across the school.</p>	<ul style="list-style-type: none"> - School Leadership to review the whole-school Assessment Schedule in 2016 for major assessment items following consultation with Teaching and Learning Leaders for each PLT 	<ul style="list-style-type: none"> - Utilisation of On-Demand Testing throughout the school (All Year 2-6 students to complete Number and Reading tests, selected students performing above the expected level in P-1 classes to sit tests). - Use of Fountas and Pinnell at P-2 level for selected students achieving well above the expected level in Reading (achieving Level 30 on PM benchmark) - P-2 staff will receive professional development to be trained in the use of the Fountas and Pinnell resource - PAT-R Comprehension and PAT Maths 	<p>Assistant Principal and Leading Teacher</p> <p>Curriculum Leaders for English and Mathematics</p> <p>Teaching and Learning Leaders</p>	<p>Assessment Schedule finalised by the end of Term 1 and then implemented throughout the year</p>	<p>The revised and updated assessment schedule will be adhered to throughout the year</p> <p>Assessments on the schedule to detail major items, such as:</p> <ul style="list-style-type: none"> • NAPLAN • PAT Reading and PAT Maths • On-Demand Testing (Number and Reading) • Running Records and Benchmarking • Whole-School Writing Moderation <p>Teachers will use the major assessments to complement PLT-generated assessment and provide points of triangulation to inform the teacher-judgement score as</p>

		<ul style="list-style-type: none"> assessments for all Year 3-6 students - Whole-school NAPLAN Narrative Writing Moderation once each semester - NAPLAN for Year 3 and 5 students - Research best data tools for tracking student growth and housing data - Identify any further needs in student learning data 			<p>reflected on June and December school reports.</p> <p>In Reading, Writing and Number 100% of students will demonstrate at least 12 months growth over the year as measured by AusVELS teacher judgement scores on December reports.</p>
<p>Build a leadership team (guiding coalition) and the capacity of every teacher so that there is consistency of high quality practice across the school.</p>	<ul style="list-style-type: none"> - Continued development of the implementation of peer observation program - Use of mentor texts, current research and scholarly articles to build teacher capacity of instructional practices and pedagogy - A School Improvement Team will make recommendations to school leadership and PLTs regarding specific actions to improve student learning outcomes 	<ul style="list-style-type: none"> - Revisiting of focus, guidelines and template for peer observation - Each PLT will read the text “Classroom Instruction that Works” over the duration of the year, recording discussions, actions and reflections - Individuals to demonstrate how they have successfully implemented professional learning in their classrooms at the weekly staff meeting - Develop a School Improvement Team comprising members from each teaching level across the school 	<p>Leading Teacher</p> <p>School Improvement Team</p> <p>Curriculum Leaders for English and Mathematics</p> <p>Teaching and Learning Leaders</p> <p>Professional Learning Teams</p>	<p>Peer Observation revisited in Term 1 and then on-going from Term 2</p> <p>Mentor texts are read and discussed in an on-going manner</p> <p>School Improvement Team established by the end of Term 1, then meeting in an on-going manner</p>	<p>All teaching staff to have two recorded instances of peer observation sessions.</p> <p>All staff to develop teaching and learning goals as a result of feedback from peer observations.</p> <p>PDP documents to reflect teacher goals for Peer Observation process.</p> <p>Planning documents and PLT minutes to reflect the professional conversations around and use of High Yield Strategies from ‘Classroom Instruction That Works’ in teacher practice.</p> <p>School Improvement team to have met regularly and recorded minutes including actions to take place (and follow-up of actions to be recorded in subsequent minutes)</p> <p>Recommendations from School Improvement Team to have been discussed at leadership level.</p> <p>PD Tracker reflects professional learning is aligned with school goals and is adequate to teacher growth and goals.</p> <p>Staff survey data around Professional Learning is trending upward.</p>

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ENGAGEMENT					
Goals	<p>To improve student engagement across the school by building student 'voice' in their learning.</p>	Targets	<ul style="list-style-type: none"> - Student absences are reduced to fewer than 12% - four year average is 13.1% - School Connectedness to be at or above the 50th percentile on the Attitudes to School Survey (ATSS). (The average of the previous three years is 24.9 – which is very low). 50th percentile is a realistic target; an aspirational target would be the 75th percentile. 2014 result was 21.5. - Student Motivation to be at or above the 60th percentile on the ATSS (The average of the previous three years is 52.9). 60th percentile is a realistic target; an aspirational target would be the 75th percentile. 2014 result was 41.1. - Stimulating Learning to be at or above the 60th percentile on the ATSS (The average of the previous three years is 52.9). 60th percentile is a realistic target; an aspirational target would be the 75th percentage. 		
		12 month targets	<ul style="list-style-type: none"> - Student absences are reduced to fewer than 12% - All students from Year 3-6 will complete individual goal-setting incorporating Habits of Mind each term which will be recorded/documented in ways appropriate to the learning program - All Year 3-6 students will include a reflection on their engagement with Habits of Mind in their half-yearly report comment - A one-to-one ICT policy will be developed and implemented following consultation with the school community. - Attitudes to School survey results will demonstrate a trend of improvement in the areas of Student Motivation, Stimulating Learning and School Connectedness when comparing 2016 data to the previous two years - Each team in the school will have trialed an on-line blog using the DET tool “<i>global2</i>” to facilitate the communication of student learning to the wider school community (protocols for blogs will be developed) - Stimulating Learning to be at or above the 60th percentile on the ATSS (The average of the previous three years is 52.9). 60th percentile is a realistic target; an aspirational target would be the 75th percentage. 		
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
<p>Develop and plan for student 'voice' in their learning to build confidence and monitor their own learning.</p>	<ul style="list-style-type: none"> - Student goal-setting including student reflection on their progress, is implemented and recorded/documented each term - ICT is used across the school to promote student engagement with learning, including learning tasks, communication and reflection on learning 	<ul style="list-style-type: none"> - Establish guidelines for evidenced-based student goal-setting in mathematics, Reading and Writing - All students from Year 3-6 will complete individual goal-setting incorporating Habits of Mind each term which will be recorded/documented in ways appropriate to the learning program - All Year 3-6 students will include a reflection on their engagement with Habits of Mind in their half-yearly report comment - P-2 classes will implement student-led class goals relating to Habits of Mind which will be recorded/documented in ways appropriate to the learning program - Specialist classes for PE, Italian, Music and Visual Art will implement student-led class goals relating to Habits of Mind which will be recorded/documented in ways appropriate to the learning program - Relevant school policies impacted by 	<p>Curriculum Leading Teacher (Inquiry Team Leader)</p> <p>English and Mathematics Curriculum Team Leaders</p> <p>TaLLs</p> <p>Leadership</p> <p>School Council</p> <p>ICT Manager and 3/4 Team</p> <p>Assistant Principal, Inquiry Team Leader and Inquiry Team Members</p>	<p>Guidelines for evidence-based student goal-setting will be developed in Term 2 for implementation in Term 3</p> <p>Documented student goal-setting incorporating Habits of Mind will occur each term</p> <p>Habits of Mind reflections in student reports will occur in June and December</p> <p>A BYOD iPad</p>	<p>Guidelines for evidenced-based student goal-setting are used to support students as they set learning goals in mathematics, Reading and Writing.</p> <p>All Year 3-6 students will include a reflection on their engagement with Habits of Mind in their half-yearly report comment.</p> <p>Students reflect on the progress of their achievement towards their own personal goals.</p> <p>There will be evidence of P-2 classes and Specialist classes (Art, PE, Music and Italian) having implemented student-led class goals relating to Habits of Mind, which will be recorded/documented. Evidence may be in the form of student work samples, visible class displays, digital format etc.</p> <p>Updated and ratified policies in relation to ICT and the BYOD iPad program are made available to the community on the school's website and are implemented by all staff.</p> <p>A student survey at Year 3/4 Level will indicate successful learning outcomes in relation to student engagement, student motivation and stimulating learning with regards to</p>

		<p>the BYOD iPad program and emerging ICT pedagogies will be reviewed and updated to reflect emerging practices (e.g. ICT Usage -> Digital Learning, Mobile Phones -> Mobile Devices)</p> <ul style="list-style-type: none"> - A trial of the BYOD program will take place in the Year 3/4 level - Each team in the school will have trialed an on-line blog using the DET tool “<i>global2</i>” to facilitate the communication of student learning to the wider school community (protocols for blogs will be developed) 		<p>trial will occur in Year 3/4 Level in Term 2 or Term 3. A student feedback survey will be implemented after the trial.</p> <p>Relevant school policies in relation to ICT and BYOD programs will be updated and ratified at School Council during Terms 2 and 3.</p> <p>Professional learning will be provided for members of the Inquiry Team in Terms 2 and 3 in relation to on-line blogs. Protocols for use of the blogs will be developed in Term 2.</p> <p>Teams will begin implementing an on-line blog to facilitate the communication of student learning to the wider school community in Term 3.</p>	<p>the BYOD iPad trial.</p> <p>A student survey at Year 5/6 Level will indicate successful learning outcomes in relation to student engagement, student motivation and stimulating learning with regards to the BYOD iPad program.</p> <p>Use of iPads in the BYOD program in Year 5/6 will reflect the implementation of relevant policies such as Inquiry Learning, Mobile Devices, Digital Learning and BYOD Program.</p> <p>By the end of Term 4, each team in the school will have trialed an on-line blog using the DET tool “<i>global2</i>” to facilitate the communication of student learning to the wider school community.</p> <p>Attitudes to School survey results will demonstrate a trend of improvement in the areas of Student Motivation, Stimulating Learning and School Connectedness when comparing 2016 data to the previous two years.</p>
<p>Build partnerships to enhance learning.</p>	<ul style="list-style-type: none"> - Actively seek opportunities to strengthen community partnerships, such as with: <ul style="list-style-type: none"> • Businesses • Community groups • Specialist subject networks 	<ul style="list-style-type: none"> - Engaging with community groups around celebratory and commemorative events (e.g. ANZAC Day, NAIDOC Week, Book Week, Literacy/Numeracy Week, Remembrance Day) 	<p>Principal, Assistant Principal and Leading Teacher</p> <p>English,</p>	<p>On-going in 2016 and beyond</p>	<p>New partnerships are documented and maintained with a view towards sustainability beyond 2016.</p> <p>Transition programs for K-P and 6-7 are formalised and documented.</p>

	<ul style="list-style-type: none"> • Professional learning networks • Sporting organisations • Cultural groups • Local government • Early Learning Centres (Kindergarten and Pre-School) • Secondary Schools • Prep Teacher Network Group 	<ul style="list-style-type: none"> - Engaging the parent community in celebrating student learning at the school with events such as Carnevale and sporting carnivals - Where applicable/available, teachers will participate in professional learning networks beyond the school community (e.g. PE network, Italian teachers' network) - Prep Transition and Year 6 Transition Programs - Kindergarten staff to visit to Strathmore PS - Strathmore PS staff to visit Kindergarten and Strathmore SC - Prep teachers to engage with Prep teachers from another school 	<p>Mathematics and Inquiry Curriculum Team Leaders and Team Members</p> <p>Prep and Year 6 Transition Co-Ordinators</p> <p>Prep Team</p> <p>PLTs</p> <p>Appropriate TaLLs with their teams</p> <p>Specialist Teachers for Art, PE, Music and Italian</p> <p>Special Events Team Leader and Team Members</p>		<p>Parent opinion survey data around Transitions is trending upward.</p> <p>A network to connect Prep teachers from Strathmore Primary School with Prep teachers and Kindergarten teachers is established by the end of the year.</p>
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


WELLBEING					
Goals	To improve student wellbeing through building a stimulating learning environment.	Targets	<ul style="list-style-type: none"> - There will be ongoing tracking of yard and class incidents to monitor the number and severity of incidents. The target is a 10% decrease in the number of incidents across the school. - Student Safety to be at or above the 50th percentile on the ATSS - Student Distress to be at or above the 60th percentile on the ATSS 		
12 month targets		Student Attitudes to School Survey There will be an improvement trend in the 2016 data from the Student Attitudes to School Survey compared to the previous two years in the following areas: <ul style="list-style-type: none"> - Student Relationships: Classroom Behaviour - Student Relationships: Connectedness to Peers - Student Relationships: Student Safety - Wellbeing: Student Distress - Wellbeing: Student Morale - Teaching and Learning: School Connectedness - Teaching and Learning: Student Motivation 			
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
Incorporate expanded student leadership roles and opportunities into the curriculum.	<ul style="list-style-type: none"> - Student leadership program is refined to better reflect “student voice” and meet student needs 	<ul style="list-style-type: none"> - Student leaders to run school Assemblies, including a weekly meeting with the Principal - Student leaders to have increased level of responsibility for assisting in running of events such as the Swimming Carnival, Cross Country and the Athletics Carnival - Implementation of a Leadership Program with Year 6 students - Student leaders to take part in Prep Information Sessions and Tours 	Principal and Assistant Principal (as Assembly Co-Ordinators) Classroom teachers (to support student leaders) Year 5/6 Student Leadership Co-Ordinator	On-Going throughout 2016	There will be an improvement trend in the 2016 data from the Student Attitudes to School Survey compared to the previous two years in the areas of: <ul style="list-style-type: none"> - Teaching and Learning: School Connectedness - Teaching and Learning: Student Motivation
Review the student engagement policy so that it is implemented across the school.	<ul style="list-style-type: none"> - Develop student surveys at each level that relate to the Student Attitudes to School Survey to identify and improve student connectedness with their learning and use the data to revise the Student Engagement policy 	<ul style="list-style-type: none"> - Provide students with opportunity for feedback through surveys and focus groups - Educate students around the language used to reflect on their learning and also develop their ability to make connections to their learning - Develop age appropriate surveys for every year level to be administered - Analyse the data and take action to improve student perceptions - Hold focus group meetings with JSC, Student Leaders etc. to establish 	Assistant Principal and Curriculum Leading Teacher Teaching and Learning Leaders PLTs	School-developed surveys will be administered in Term 2 and early Term 4.	Data from the student surveys be analysed after the collection of the surveys. PLTs will document and implement actions based on the feedback of students and then measure the improvement in survey results in Term 4. Survey results will indicate improvements to aspects of student engagement and teaching and learning including school connectedness, student motivation, stimulating learning and learning confidence. There will be an improvement trend in the 2016 data from the Student Attitudes to School Survey compared to the previous two years in the areas of: <ul style="list-style-type: none"> - Teaching and Learning: School Connectedness

		<p>further detail and provide meaningful opportunities for students to use their voice</p> <ul style="list-style-type: none"> - Surveys to be conducted electronically to enable efficient, effective and revisitable collation of data (the school will continue to purchase a subscription to a SurveyMonkey account on-line) 			<ul style="list-style-type: none"> - Teaching and Learning: Student Motivation
<p>Implementation of School-Wide Positive Behaviour Support framework</p>	<ul style="list-style-type: none"> - Develop increased awareness of the School-Wide Positive Behaviour Support (PBS) framework within the school community - Review the Code of Conduct booklet and update in conjunction with the PBS matrix to ensure relevance and a common understanding - Review, refine and implement the PBS Matrix - Review the data tools being used to collect information about incidents of student behaviour (major behaviour incidents and repeated minor incidents) - Review the Values Education Program in the school with a view towards enabling differentiation across the school and a greater sense of student ownership and alignment to the PBS matrix - The Student Bullying survey will be reviewed and updated - Investigate the implementation of student-lead school community projects that reflect and demonstrate the school's values and PBS matrix 	<ul style="list-style-type: none"> - The PBS team will review the Code of Conduct, PBS matrix and Values Education program by engaging with staff, students and parents to gain feedback and provide information (forums will include staff meetings, PLT meetings, School Council and Curriculum Sub-Committee meetings and School Leadership Meetings) - The PBS team will attend four PBS training days through the year as well as conducting team meetings at school (with a SSS staff member in attendance) - The PBS team will meet on a fortnightly basis throughout the year - The Student Bullying survey will be reviewed with a view to aligning questions with the PBS framework, the Attitudes to School Survey as well as being delivered in a digital format to enable efficient, effective and revisitable collation of data - Conduct student forums to gain feedback and information about possible student-lead school community projects that reflect and demonstrate the school's values and PBS matrix - Two hours of PBS training and planning for the whole staff will occur on an allocated curriculum day, with follow up training and planning occurring through the year at allocated staff meetings 	<p>Principal, Assistant Principal and PBS Team</p> <p>PLTs and all staff</p>	<p>On-Going throughout 2016</p> <p>The Student Bullying Survey will be reviewed in Term 2 and then be administered in Term 3 and Term 4.</p>	<p>There will be an improvement trend in the 2016 data from the Student Attitudes to School Survey compared to the previous two years in the following areas:</p> <ul style="list-style-type: none"> - Student Relationships: Classroom Behaviour - Student Relationships: Connectedness to Peers - Student Relationships: Student Safety - Wellbeing: Student Distress - Wellbeing: Student Morale <p>The results of the student Bullying and PBS Survey will indicate an improvement in indicators linked to the Attitudes to School Survey including aspects such as classroom behaviour, connectedness to peers, student safety, student distress, student morale.</p> <p>A reviewed and updated version of the PBS matrix reflects an accessible and effective presentation of positive behaviour expectations. The PBS matrix is visible in an effective location in all learning spaces and significant locations for the school community (e.g. noticeboards around the school).</p> <p>Staff and students are aware of and using the content of the PBS matrix. It reflects the language and expectations in place in all school activities with all staff with regards to behaviour.</p> <p>Staff are using a continuum of responses approach to dealing with minor and major incidents of behaviour. Responses to minor incidents will reflect a process including:</p> <ul style="list-style-type: none"> • Prompting • Redirecting • Reteaching <p>Staff are using a 6:1 positive feedback ratio with students and a Positive Behaviour Acknowledgement system is used by all staff across the whole school.</p>

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To maximise the use of resources to achieve the best possible outcomes for students.	Targets	<ul style="list-style-type: none"> - School and Program Budgets to reflect adequate financial and human resources to achieve the above targets. - Establish a mission, vision and values that all staff, students and families are a part of and understand. - Use the school newsletter, forums, assemblies; parent meetings to ensure the mission, vision, values are promoted throughout the school. - Use meetings within the school; school council (including subcommittees), staff, PLT, curriculum, leadership and team, to reiterate the mission, vision, values. - The progress of the Strategic Plan is put on the agenda for leadership and TaLLs meeting. - The progress of the Strategic Plan is put on the agenda for staff meetings on a regular basis. Feedback from PLT and team meetings will occur in staff meetings. - School Staff Survey – Renewal of knowledge and skills – 75% endorsement 		
		12 month targets	<ul style="list-style-type: none"> - School Staff Survey – Renewal of knowledge and skills – 75% endorsement 		
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
<p>Clarify mission, vision and values as a whole school.</p>	<ul style="list-style-type: none"> - Develop increased awareness of the mission, vision and values of the school within the school community 	<ul style="list-style-type: none"> - Creating opportunities for dialogue about how the school engages in the values of “Inspire”, “Explore” and “Challenge”, such as through PLT meetings, staff meeting, School Council and Curriculum Sub-Committee meetings, student and parents forums and surveys - Incorporating the values of “Inspire”, “Explore” and “Challenge” into the theme for the school’s celebration of Education Week - Increasing visibility and awareness of the school’s mission, vision and values through print and electronic mediums (e.g. curriculum overviews, school newsletter, school website, meeting agendas) 	<p>School Leadership Team</p> <p>Teaching and Learning Leaders</p> <p>English, Mathematics and Inquiry Curriculum Team Leaders and Members</p> <p>PLTs</p>	<p>On-Going throughout 2016</p>	<p>Mission, Vision and Values will be reflected in the minutes of PLT Meetings, staff meetings, School Council meetings, Assemblies, TaLLs Meetings, Curriculum Team meetings, Special Events and Leadership Meetings.</p> <p>Education Week learning activities and the Special Assembly will reflect the school’s mission, vision and values of “Inspire”, “Explore” and “Challenge”.</p> <p>The School Newsletter, School Council documents and school website will reflect the school’s mission, vision and values of “Inspire”, “Explore” and “Challenge”.</p>
<p>Develop and implement a monitoring and evaluation process of the school strategic resource plan.</p>	<ul style="list-style-type: none"> - The implementation of the AIP for 2016 is evaluated at 6 and 12 months intervals 	<ul style="list-style-type: none"> - “Monitoring of AIP” tool is used at the end of Semester 1 and Semester 2 for 6 and 12 month evaluations of the progress of the 2016 AIP with regards to key actions linked to key improvement strategies - School Council Finance Sub-Committee will meet regularly as part of the responsibilities of School Council 	<p>School Leadership Team</p> <p>School Council Finance Sub-Committee</p>	<p>On-Going monitoring throughout 2016 and formal completion of the “Monitoring of AIP” tool in June and December</p>	<p>The June and December progress report using the “Monitoring of AIP” tool will reflect the meeting of goals as evidenced by success criteria, linked to the timeframe for completion in the AIP.</p> <p>The School Council agenda and School Council Curriculum, Buildings and Grounds and Finance Sub Committee minutes will reflect regular monitoring of progress towards meeting goals in the AIP.</p> <p>School Staff Survey – Renewal of knowledge and skills with 75% endorsement.</p>

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