2016 Annual Implementation Plan: for Improving Student Outcomes

1975 Morang South Primary School

2016

Based on Strategic Plan 2016 - 19

Endorsements

Endorsement by School Principal	Signed…………………………………. Name: Julie Jones Date…27/04/16……………………………………
Endorsement by School Council	Signed…………………………………. Name: Emma Dickens Date 27/04/16
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.

Building Practice Excellence

In recent years there has been some improvement in student outcomes across a variety of assessments. However, there is still a great deal of room for improvement, particularly moving more students into the levels of achievement above standard and reducing the number of student below standard for both English and Mathematics. Research (Hattie J – Visible Learning indicates that the teacher and their capacity is a strong source of influence over improving student outcomes.

At MSPS there is a range of experience amongst the teaching staff. The purpose of this initiative is therefore to harness and build the teaching capacity of all the teaching staff in the school to improve student outcomes.

Building Leadership Teams

At MSPS the current School Improvement Team consists of young, enthusiastic and talented leaders. In order to strengthen the capacity of this team to effect change and improve student outcomes focus needs to be placed on providing them with opportunities to build their skills and develop as change agents.

Building Communities

Morang South Primary School is currently working towards KidsMatter Accreditation. Module 3 of this program is about building communities and developing genuine partnerships with parents and carers. The parent opinion survey data for 'parent input' and 'general satisfaction' were marginally below both the State and School Type variables.

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	• **Implement the Victorian Curriculum** • **Implement improved accountability in relation to improved student outcomes** • **Develop an action research cycle around peer Feedback for teaching staff, working towards a strong and documented 'Feedback' process** • **Document and implement a Feedback process for teaching staff** • **Further develop Teaching and Learning Protocols** • **Review and develop an authentic and rigourous assessment processes** • **Utilise data as part of the assessment and feedback processes** • **Develop and upskill teaching staff in Maths, High Reliability Literacy Procedures and Write to Read** • **Transparent Performance and Development Plans and processes**

Building leadership teams	• PL and increase opportunities for leadership; coaching; change • **Increase SIT capacity as leaders** • **Scaffold and support leadership skill development**
Building communities	• **Continue KidsMatter implementation**

Annual Implementation Plan: for Improving Student Outcomes

<table>
<tr><td colspan="2">ACHIEVEMENT</td><td></td><td></td><td></td><td></td></tr>
<tr>
<td>Goals</td>
<td>To maximise student performance in English and Mathematics, but specifically higher levels of growth in Mathematics.

To develop student's thinking & questioning skills throughout English & Mathematics and to form cross-curriculum connections, particularly in Science.</td>
<td>Targets</td>
<td colspan="3">At least one year's growth for all students– aiming for 1.5 year's growth

Increase value-added for student achievement; utilising triangulated data for English and Maths – NAPLAN; PAT; On-Demand; MOI; to show growth

High growth– 80% for year five in bands six-eight for English and Maths

High growth– 90% for year three in bands four to six for English and Maths

Decrease students in lowest bands in grades 3 & 5 to 10%

NAPLAN matched cohort, grade 3 to 5, growth to be at least 2 years

PMI benchmarking in Foundation-2 demonstrates continuous growth

Explicit Cross curricular connections in planning documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 month targets</td>
<td colspan="3">Increase value-added for student achievement; utilising triangulated data for English and Maths – NAPLAN; PAT; On-Demand; MOI; to show growth.

At least one year's growth for 95% of students

High growth– 65% for year five in bands six-eight for English and Maths

High growth– 75% for year three in bands four to six for English and Maths

Decrease students in lowest bands in grades 3 & 5 to 12%

NAPLAN matched cohort, grade 3 to 5, growth to be at least 1.8 years

PMI benchmarking in Foundation - 2 demonstrates continuous growth.

Explicit cross curricular connections in planning documents</td>
</tr>
</table>

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
Commence implementation of the Victorian Curriculum	• Prin and AP attend briefings and PL on Education State and Improving student outcomes • Appoint leading teacher - Maths • Providing staff with professional learning and time in teams to unpack and navigate through the Victorian Curriculum and its terminology	• Professional Learning • Increased PL budget • Victorian Curriculum materials	• Principal • AP • Leading Teacher • Teaching staff	Terms 2 - 4	• Staff are increasing familiar with the Victorian Curriculum and this evidenced in planning documents
Further develop Teaching and Learning Protocols	• PL • Source examples from other schools • Staff meet to unpack, discuss and refine teaching and learning protocols • Revise and update "non-negotiables"	• Professional Learning • Increased PL budget • Meeting Schedule	• Principal • AP • Leading Teacher Teaching staff	Term 2	• Documented and displayed Teaching and Learning protocols • Teaching and Learning protocols utilised and evident in planning and classrooms • All new and existing staff are confident with the MSPS teaching and learning protocols. Morang South P.S. teaching and learning protocols document will have been reviewed, altered accordingly, distributed and referred to by all staff

Review and further develop the maths program, processes and documents **Commence the develop a maths planning resource that spans multiple year levels and supports targeted teaching**	• Appoint leading teacher - Maths • Professional Learning • Active Maths ALT • Implement 'Targeted Maths' across grades 1-6 • Grade 5/6 have established procedures for 'Targeted Maths' • Term 1 implement 'Targetted Maths in 3/4 • Term 2 implement 'Targeted Maths' in 1/2 • Leading teacher and maths coach will plan with teams each term	• Allocate time for review and development in meeting schedule • Timetable • Maths Budget • PL budget • Maths budget • Victorian Curriculum materials	• Principal • AP • Leading Teacher • Maths ALT members • All Teaching staff	Term 1 - 4	• Victorian Curriculum for Maths clearly in evidenced in planning documents • Maths planning resources documented and readily available for school wide use and • All staff contributing to and then implementing a best practice differentiated Maths program • Teachers scaffold and support student independence in their learning • Targeted Maths' being implemented from grades 1 – 6
Review and evaluate students' articulation and procedural knowledge of the HRLTPs. Sustain the effective teaching of the HRLTP's across the whole school by providing professional learning	• PL- particularly for new staff • Student Assessment • Utilise Cars and Stars • Utilise PM Benchmarking KIT • Utilise PROBE • Collect baseline and then growth data • Student surveys	• English budget • PL budget • HRLTPs materials	• SIT • English ALT – Leader & Team • All teaching staff	Term 2 & 3	• HRLTPs evident in planning and embedded in practice • Students are familiar and increasing in confidence • High growth– 65% for year five in bands six-eight for English • High growth– 75% for year three in bands four to six for English • Decrease students in lowest bands in grades 3 & 5 to 12 • NAPLAN matched cohort, grade 3 to 5, growth to be at least 1.8 years • PMI benchmarking in Foundation - 2 demonstrates continuous growth of 1 year in each year for 85% of students
Developing and refining consistent whole school planning documents, lesson structures and assessment in English, ICT and Inquiry, in particular Science.	• Professional Learning • Active English ALT • Active Curiosity ALT • Active ICT ALT • Key staff research Inquiry/Curiosity models • Specialist Science Teacher • Student surveys • Provide Curiosity program each term • Develop Scope and Sequences	• Specialist Science Teacher • English budget • Curiosity Budget	• SIT • English ALT – Leader & Team • Curiosity ALT – Leader & Team • All teaching staff • Specialist Science Teacher	Terms 1 - 4	• Some best practice planning documents, lesson structures and assessment modules developed and utilised • All staff contributing to the development of a best practice and differentiated Inquiry curriculum • Digital Literacy & ICT Scope and Sequence developed and embedded in teaching practice • Students have a stronger voice in the development of curriculum and more responsibility for their learning
Review and evaluate the current assessment schedule. Include twice yearly whole school approach to moderation. **Use triangulation of data and assessment documents to support consistent and accurate teacher judgement.** **Strengthen staff's data literacy, including data collection and analysis techniques and use the data for**	• SIT/ALT leaders work with staff to review Assessment Schedule • Continue PL on SPA& Triangulation of Data • Share and moderate data in teams • Explore the use and frequency of MOI testing • Use of data linked to P&D plans • P&D plans and process to include use of SPA • Introduce SPA reporting • Utilise SPA in team meetings, for planning and student tracking	• AP; Leading Teacher and Technician attend SPA PL • Time in PL Schedule • ALT meetings • Accountability budget • Purchase further module of SPA so Reporting, recording results, student tracking and use of data connect and inform each other.	• AP • SIT All teaching staff	Term 1 - 4	• Revised Assessment Schedule • Staff effectively and regularly utilise SPA • SPA used routinely to support triangulation of data • Data used for planning and differentiating the curriculum • Moderation Schedule and Protocols • Teams and individuals moderate and triangulate data to plan and support student goal setting

goal setting and planning. **Utilise Data as part of the assessment, planning and feedback processes**					
Investigate, develop and refine ways of providing informative and continuous feedback to scaffold student learning: **Implement and follow school wide policies and procedures in regards to peer observations and partnerships.**	• Feedback Professional Learning - staff to students; students to staff; staff to staff • Commence developing 'Feedback' model • Seek student input • Seek and utilise feedback templates from other schools • Utilise Hattie's Feedback model (p.133 – Visible Learning for Teachers)	• Surveys • Timetable sessions for peer observations and feedback sessions	Principal AP SIT All Teaching staff	Term 1 - 4	• Students and teachers give and receive authentic, effective feedback to each other • Peer feedback between teaching staff is used to improve teacher capacity • Culture of shared and distributed leadership

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals	To increase student engagement, collaboration and motivation within an inquiry-based learning community	Targets	**Attitudes To School Survey:** Learning Confidence – variable current 4.22 – Target 5.00 Student Motivation - variable current 4.67 – Target 5.20 **Parent Opinion Survey** Transition variable – current 5.63 – target 6.0 General Satisfaction variable – current 5.52 – target 6.0 **Attendance data** Increase school attendance average from 92.14% to 94% **Student Voice** Increase students opportunities to have a genuine voice in their learning To maintain 0 expulsions To have 0 suspensions
		12 month targets	**Attitudes To School Survey:** Learning Confidence – variable current 4.22 – Target 4.50 Student Motivation - variable current 4.67 – Target 5.0 **Parent Opinion Survey** Transition variable – current 5.63 – target 5.75 General Satisfaction variable – current 5.52 – target 5.75 **Attendance data** Increase school attendance average from 92.14% to 93.5% **Student Voice** Curiosity Program every term All Students have individual Learning goals To maintain 0 expulsions To have 0 suspensions

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
Align all planning with Victorian Curriculum and current pedagogies and include *student directed*	• Professional Learning for staff with regard to giving and receiving feedback to and from students	• PL plan and budget • Intranet and global communities to share resources amongst staff	• SIT • All teaching staff	Terms 1 - 4	• Student Goal setting evident in every classroom • Three-Way student led conferences – sharing or portfolios and goals with parents/carers • Attitudes to School Survey

learning by providing opportunities for goal setting, giving and receiving feedback, and personalised learning.	• Trial models and templates				- Learning Confidence – variable current 4.22 – Target 4.50 - Student Motivation - variable current 4.67 – Target 5.0
Provide opportunities to broaden students' experiences with other communities and cultures to help develop a sense of global (digital) citizenship).	• Design ICT and digital technologies Scope and Sequence • Utilise ICT and digital technologies e.g. Skype • Participate in Harmony Day activities • Introduce Edmodo into all 3 to 6 classes • Continue to implement Skype experiences with other schools and community figures	• ICT budget • ICT equipment; • Internet Access; • Technician support from staffing budget • Intranet and global communities to share resources amongst staff	• ICT ALT – Leader and Team • SIT • All teaching staff • Technician	Terms 1- 4	• ICT Scope and Sequence • ICT equipment and access • Connections with global communities • Students experience connections with other schools and community figures, while being exposed to various cultures. • Students will be exposed to a variety of digital experiences in order to become safe global citizens when utilising digital tools. • Staff will communicate with educators from other schools through their Action Learning Teams and NET meetings.
Review and develop strategies to improve students' intellectual engagement and awareness of their own learning, by revisiting and reviewing Investigate and then implement a whole school curiosity model to create a culture within the school that embeds self-efficacy towards curiosity, critical thinking and questioning. Establish shared understandings between teachers and with students. Provide students with the support and tools to understand the impact of their involvement on learning outcomes by facilitating explicit lessons that allow them to reflect on, discuss and influence their own learning. Implement systems and approaches that give students a voice in the decisions that affect their learning and their lives at school.	• Increase authentic feedback • Further utilise student goal setting • Three-Way, Student Led conferences • Seek out and visit exemplary schools • Student voice – surveys; workshops; forums discussions • Develop protocols and models around goal setting and students managing their own learning • Provide opportunities for students to participate in curiosity session where they choose their line of inquiry and have a voice • Growth Mind Sets • Key staff attend PL on Growth Mind Sets then share experience and knowledge • Learning Pit – it is OK to struggle and find different ways to solve problems • PL – Critical Thinking & Questioning • Use the Action Research (Plan, Do, Study, Act) and the e5 model • PDP Plans • Use of Curiosity & Powerful Learning materials and resources • Staff to use 'NET' meetings to create connections with other schools and classrooms to build relationships (for example working on projects with students from another school) • Student Voice use surveys to collect baseline data and then progress in relation to the Curiosity program and student ownership of their learning	• PL plan and budget • PDP process • Staff given one meeting free in week of NETS to enable their attendance • Timetabled Curiosity	• Leadership & School Improvement Teams • Curiosity ALT – Leader & team • SIT • Team leaders • All teaching staff	Terms 1 - 4	• Three-Way Student-Led conferences – sharing or portfolios and goals with parents/carers • Display of Growth Mind Set and school wide use of language and ideas • Grades 5/6 students use language of 'The Learning Pit' • Teachers will research and professionally discuss possible curiosity/inquiry models to implement at M.S.P.S • Teachers will become familiar with Victorian Curriculum changes • Documentation of teacher visits to other schools to observations of effective practises. • Documentation of research, reflection and sharing of findings with other staff. • Increase school attendance average from 92.14% to 93.5% • Timetabled Curiosity program every term • Learning Confidence – variable current 4.22 – Target 5.00 • Student Motivation - variable current 4.67 – Target 5.20 • Results from Student Voice surveys – moving forward to measure progress

To improve teacher confidence and capacity to implement effective questioning through all curriculum areas	• Peer Feedback process between teachers • Professional reading • Use of Curiosity & Powerful Learning materials and resources	• PL • PL Budget • PDP plans • Peer feedback time	• SIT • Team Leaders • All Teaching staff	Terms 1 - 4	• Improved teacher confidence with effective questioning • Documented questioning techniques resource for staff

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.	**Targets**	**Attitudes to School Survey** Student Safety variable- current 4.63; Target 5.1 Student Morale variable - current 6.14; Target 6.5 Classroom Behaviour variable - current 4.18; Target 5.00 **Parent Opinion Survey** School Improvement variable - current 5.52; Target -6.0 Student Safety variable - current 5.4; Target 6.0 Classroom Behaviour variable - current 4.18; Target 5.00 Teacher Morale - current 5.65; Target 6.00 Transition variable – current 5.63 – target 6.0 **Staff Opinion Survey** Collective Efficacy: increase school mean from 4.00 (2015) to be 4.8 (2019) **Student voice** Increase students opportunities to have a genuine voice in their learning Collect Bully Stoppers Survey data
		12 month targets	**Attitudes to School Survey** Student Safety variable- current 4.63; Target 4.8 Student Morale variable - current 6.14; Target 6.25 Classroom Behaviour variable - current 4.18; Target 4.50 **Parent Opinion Survey** School Improvement variable - current 5.52; Target 5.8 Student Safety variable - current 5.4; Target – 5.7 Classroom Behaviour variable - current 4.18; Target 4.50 Teacher Morale - current 5.65; Target 5.80 Transition variable – current 5.63 – target 5.75 **Staff Opinion Survey** Collective Efficacy: increase school mean from 4.00 (2015) to be 4.2 **Student voice** Curiosity Program every term All Students have individual Learning goals Bully Stoppers survey - baseline Data

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Continue with KidsMatter implementation and gain accreditation **Provide opportunities for parents and carers to develop a greater involvement in their children's education**	• Develop an informal information night titled 'Morang South Partnerships Social Event' in Term 1. It's an opportunity for parents to meet their child's teacher and ask any questions. Families and the school community are invited to have dinner on the turf followed by activities to allow social interaction within the school community. • Initiate participation in a school wide Harmony Day (21st of March) to	• PL & CRT budget • Parent involvement budget • Teams formed to organise events • Publicity and Communication budget • KidsMatter cluster meeting • SEW Net • KidsMatter Google community	AP KidsMatter team SEL ALT – leader and team	Term 1 - 4	• KidsMatter accreditation • Family social events • Calendar of social events • Evidence in Newsletter; on Facebook Group; on School App; on Website • All components of KM professional learning completed and KM action plan created. • All staff will include SEL non-negotiable lesson fortnightly in their planners • Staff will have participate in the Restorative Practices PL

and a deeper connectedness to our school.	enhance community awareness and acceptance of cultural diversity. • Investigate creating a calendar with school wide events/ cultural celebrations to generate community awareness and acceptance of cultural diversity. • Consider other approaches for staff to liaise with parents and families during the carols picnic dinner to create a more connected atmosphere. • Provide regular updates for whole staff on what the KidsMatter action team are planning to implement to keep all staff informed and included. • 2016 school concert to have a Social and Emotional Theme (with guidance from the Bounce Back! Concert script) • Investigate possibilities of a SEL incursion or performance to further engage students • investigate the possibilities of purchasing resources to be used in the SEL Program • R U OK? Day				• Provide Parents with regular and updated information with regards to SEW via the newsletter each term. • Parents have been provided with teacher email address to facilitate communication • Documented & agreed Protocols around parents/staff emails • Parent opinion Survey - School Improvement variable - 6.0

To build and foster a learning community where STUDENT VOICE is heard, valued and acted upon.	• Student voice – surveys; workshops; forums discussions
	• Develop protocols and models around goal setting and students managing their own learning
	• Provide opportunities for students to participate in curiosity session where they choose their line of inquiry and have a voice
	• Collect Bully Stoppers baseline data
		• Representative Student Voice committee
		• Communications Budget
			• Student voice coordinator
			• SIT
				Terms 1 - 4	• Performance and development plans reflect evidence of staff creating opportunities for increased student voice across the school.
					• Increase students opportunities to have a genuine voice in their learning
					• Attitudes to School Survey results
					  - Student Safety variable- 4.8
					  - Student Morale variable - 6.25
					  - Classroom Behaviour variable - 4.50
					• Parent Opinion Survey Student Morale variable - 6.25

Continue to build staff efficacy to enhance our learning community	• Create and provide non-negotiable SEL planners to staff, that are more engaging and explicit. Planners to be consistent across the school. • Revisit Ramon Lewis and Restorative Practices Philosophies and support new staff on school SEL policies, through Professional Learning to maintain school wide consistency. Provide staff with restorative conversation cards • Each term, organise staff social events to provide opportunities for staff to socialise in a forum outside of school.	• PL • PDPs • Staff social group	• SIT • All teaching staff	Terms 1 - 4	• Staff Opinion survey results indicate an increase in staff efficacy variable from 4.00 to 4.2 • POS - Teacher Morale variable - 5.80
Review, analyse and act upon improving student attendance.	• Investigate approaches of exemplary schools • Document policies and processes • Class teachers calling parents • Continue to share attendance data in Newsletter	• CASES 21 • Administration budget • Newsletter • SEL Budget • App online form	• SEL ALT – Leader & Team • All classroom teachers	Terms 1 - 4	• Student attendance action plan created by the Social and Emotional Learning Action Learning Team.

	• Put into action communal/personal attendance chart to monitor and encourage regular attendance				

Refine and sustain our transition processes.	• Revise year 6 to 7 transition program, with support from Transition Network Team. Ensure distribution of 'Schools in the Whittlesea Network' promotional booklets to our 5/6 students.
	• Revise the kinder-prep transition program, with support from the K-P Transition Network Team.
		• Transition Process
		• Transition Policy
		• Facilitating Attendance at NETs
			• Transition coordinators
			  - K-P
			  - 6-7
			• Intra-school Transition committee
				Terms 1, 3 & 4	• Intra-school and inter-school transition processes revised and booklets created
					• Parent Opinion survey - Transition variable – current 5.63 – target 5.75

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY				

Goals	To improve the capacity of staff to collaborate and develop high level consistent evidence-based teaching practices.	**Targets**	• Documented Program Budgets including policies
			• Increase
			  - English
			  - Maths
			  - ICT budget
			  - Languages Budget
			  - PL budget
			• Documented PL plan
			• The school maintenance budget is expended in line with school priorities
			• Explicit and transparent - Non- negotiables
			• Increase documented Processes
			• Documented Scope and Sequences for English and Maths
			• Increase EAL budget
			• Increase numbers of EAL & Literacy Intervention staff
			• The average number of days of staff absence decreases from to in 2019	

		12 month targets	• Documented Program Budgets – 100% increase
			• Increased
			  - ICT budget
			  - Languages Budget
			  - PL budget
			• Draft Documented PL plan
			• Documented explicit and transparent - Non- negotiables
			• 40% Increase documented Processes
			• Draft documented Scope and Sequences for English and Maths
			• Increased EAL budget
			• Increased numbers of EAL & Literacy Intervention staff	

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
Use PDP process as the basis of PL	• DEET P& D plans and process	• Timetable • CRT budget • Meeting Schedule	• Prin • AP • Leading Teacher	Term 1; Term 2 and Term 4	• Successful, Transparent P&D process and plans
Develop agreed and transparent vision	• Consult whole of School community • Workshops • Review values	• Communication budget	• Principal & AP	Term 3	• New school vision/purpose
Clarity of Roles and Responsibilities paired with accountability Define role of Maths leader	• Seek staff input • Draft then finalise	• PL budget • Meeting Schedules	• Principal • Leaders	Term 3	• Documented Roles and Responsibilities
Continue to build staff capacity and refine pedagogy Build knowledge and capability, share lessons about evidence-based improvement strategies, and use school data to measure impact and forensically identify areas for improvement	• PL • Moderation • Modelling • P&D process & plans	• PL Budget • Feedback and observation processes	• Principal & AP • ALT leaders • ALT teams	Terms 1 - 4	• Improved student outcomes – see Achievement • Documented Scope and Sequences for Maths • Draft documented Scope and Sequences for English

and monitoring performance					
Provide resources for peer observations .	• Timetable • CRTs	• CRT budget	Principal	Term 2 , 3 & 4	• Peer observation process in place
Provide resources for staff to use the Mathematics online interview and English online	• Timetable support	• CRT budget • Retain extra staff member in Term 1 • Timetabled support	Principal Intervention staff	Term 1	• Complete Mathematics and English online interviews • Data collected and recorded in SPA • Data used for planning and intervention
Refine communication to parents regarding student absence	• Discuss with staff • Brainstorm • Develop policy and protocols • Communicate to parents • Use website, Facebook group, App & email	• Communication budget • ICT resources • Scripts for staff • App online form	• SEL • All teaching staff	Term 2	• Increase school attendance average from 92.14% to 93.5%
Continue to strengthen the induction of staff, students and parents to the school	• Seek staff, student and parent feedback • Act on Feedback • Formal and informal meeting with new and returning staff, students and parents	• Induction meetings Timetabled	• Prin and AP • New & returning staff		• Documented Induction processes • Induction booklets
Investigate options to provide optimal planning time	• Timetable • Seek ideas from other schools	• CRT budget • Teaching Partners have APT together	• Principal	Terms 1 -4	• Planning weeks and timetable
Develop a shared understanding of effective planning– agendas and minutes	• Workshop & Document Protocols	• Meeting schedule	• SIT • Team Leaders • All staff	Term 1	• Documented Protocols
Audit and supplement resources for EAL, the languages (other than English) program and the Teaching English as a Second Language (TESOL) programs • EAL - write a process	• Appoint EAL Teacher • Maintain EAL Aide Staff time fraction		• Principal • EAL Staff	Term 1	• EAL program • EAL teacher and Aides in place
Embed an effective program budget process – policy, accountability, audit of current resources	• Research templates • Update policies	• Network with colleagues • Allocate funds according to student needs and budget process	• AP • ALT – Leaders and Teams	Term 4	• Documented program budget process

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**	