

2016 Annual Implementation Plan: for Improving Student Outcomes

3897

Gardenvale Primary School 2016

Based on Strategic Plan 2016-2019

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:	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p>	
<p>Inquiry-based Learning is a constructivist approach, in which students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action.</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> Building consistent and quality teaching practice across the school in the area of Inquiry Learning.
Curriculum planning and assessment	<ul style="list-style-type: none"> Data usage and access to be centralised and used at regularly timetabled opportunities for teams to discuss student performance Review of Inquiry units of study and alignment to prescribed curriculum

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																																																				
Goals	To maximise each individual student's growth in all areas of their learning.	Targets	<p>Teacher Judgements Teacher assessments against the Victorian Curriculum, based on triangulated data will indicate a minimum of 1.0 progression point per year in English and Maths for 100% of students deemed capable.</p> <p>To improve the percentage of students being assessed by teachers based on triangulated data at A and B in English and Mathematics.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: left;">2015 June</th> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td>Reading & Viewing</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">34.1%</td> </tr> <tr> <td>Speaking/Listening</td> <td style="text-align: center;">5.6%</td> <td style="text-align: center;">42.1%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">10.3%</td> <td style="text-align: center;">32.6%</td> </tr> <tr> <td>Measurement & Geometry</td> <td style="text-align: center;">6.9%</td> <td style="text-align: center;">29.5%</td> </tr> <tr> <td>Number and Algebra</td> <td style="text-align: center;">11.8%</td> <td style="text-align: center;">35.4%</td> </tr> <tr> <td>Statistics & Probability</td> <td style="text-align: center;">6.1%</td> <td style="text-align: center;">31.3%</td> </tr> </tbody> </table> <p>The target for 2019 is 20% of student to achieve an A and 40% to achieve a B in all areas</p> <p><u>NAPLAN Relative Growth (Yr 3-Yr 5)</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="text-align: center;">Low Growth %of students</th> <th colspan="2" style="text-align: center;">High Growth %of students</th> </tr> <tr> <th style="text-align: center;">2015</th> <th style="text-align: center;">2019</th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">27.54%</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">24.64%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Spelling</td> <td style="text-align: center;">39.13%</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">11.59%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td style="text-align: center;">27.52%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">36.2%</td> <td style="text-align: center;">Maintain</td> </tr> <tr> <td>Numeracy</td> <td style="text-align: center;">25.37%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">20.9%</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table>	2015 June	A	B	Reading & Viewing	21%	34.1%	Speaking/Listening	5.6%	42.1%	Writing	10.3%	32.6%	Measurement & Geometry	6.9%	29.5%	Number and Algebra	11.8%	35.4%	Statistics & Probability	6.1%	31.3%		Low Growth %of students		High Growth %of students		2015	2019	2015	2019	Reading	27.54%	18%	24.64%	30%	Spelling	39.13%	25%	11.59%	20%	Grammar and Punctuation	27.52%	20%	36.2%	Maintain	Numeracy	25.37%	15%	20.9%	25%	12 month targets	<p>Teacher Judgements The target for 2016 is 10% or above of student to achieve an A in all areas and 40% to achieve a B or above in all areas.</p> <p><u>NAPLAN Relative Growth (Yr 3-Yr 5)</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="text-align: center;">Low Growth %of students</th> <th colspan="2" style="text-align: center;">High Growth %of students</th> </tr> <tr> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016</th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">27.54%</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">24.64%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td>Spelling</td> <td style="text-align: center;">39.13%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">11.59%</td> <td style="text-align: center;">14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td style="text-align: center;">27.52%</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">36.2%</td> <td style="text-align: center;">Maintain</td> </tr> <tr> <td>Numeracy</td> <td style="text-align: center;">25.37%</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">20.9%</td> <td style="text-align: center;">22%</td> </tr> </tbody> </table>		Low Growth %of students		High Growth %of students		2015	2016	2015	2016	Reading	27.54%	25%	24.64%	26%	Spelling	39.13%	32%	11.59%	14%	Grammar and Punctuation	27.52%	25%	36.2%	Maintain	Numeracy	25.37%	22%	20.9%	22%
2015 June	A	B																																																																																		
Reading & Viewing	21%	34.1%																																																																																		
Speaking/Listening	5.6%	42.1%																																																																																		
Writing	10.3%	32.6%																																																																																		
Measurement & Geometry	6.9%	29.5%																																																																																		
Number and Algebra	11.8%	35.4%																																																																																		
Statistics & Probability	6.1%	31.3%																																																																																		
	Low Growth %of students		High Growth %of students																																																																																	
	2015	2019	2015	2019																																																																																
Reading	27.54%	18%	24.64%	30%																																																																																
Spelling	39.13%	25%	11.59%	20%																																																																																
Grammar and Punctuation	27.52%	20%	36.2%	Maintain																																																																																
Numeracy	25.37%	15%	20.9%	25%																																																																																
	Low Growth %of students		High Growth %of students																																																																																	
	2015	2016	2015	2016																																																																																
Reading	27.54%	25%	24.64%	26%																																																																																
Spelling	39.13%	32%	11.59%	14%																																																																																
Grammar and Punctuation	27.52%	25%	36.2%	Maintain																																																																																
Numeracy	25.37%	22%	20.9%	22%																																																																																
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																																																																															
	<i>Further develop and implement a whole school teaching and learning approach.</i>																																																																																			
	<i>Shared planning documentation</i>																																																																																			
	<ul style="list-style-type: none"> Working party to investigate various pedagogical approaches 	Professional Development budget, experts and professional reading	Principal/AP - DART Team	End of year	<ul style="list-style-type: none"> Dart teams to present to staff pedagogical approaches and 																																																																															

Building consistent and quality teaching practice across the school in the area of Inquiry learning.	to 21 st Century Learning				recommendations of whole school instructional models	
	<ul style="list-style-type: none"> Review and develop a whole school inquiry learning model and planning format providing staff with professional learning on Inquiry Learning Curriculum audit of current inquiry units to align to the Victorian Curriculum Develop a new inquiry based unit aligned to the Victorian Curriculum, providing professional support during Planning Days Provide new and transitioning staff with professional learning/coaching in the school's current instructional model strategies. PD manager to develop a document outlining PD programs/coaching needed at each level and the responsibility for each area Embed strategies for VCOP and CAFÉ Reading into practice. Trial VCOP assessment criterion in Year 1 Staff focus on current instructional models and student learning through peer observation and modelling Review and investigate the instructional model of synthetic phonics programs 	<p>Jeni Wilson employed - PD budget to lead a Curriculum Day Staff meetings used to refine current inquiry planning document - Curriculum Manager</p> <p>Develop an auditing tool for staff to audit their current units against the Victorian Curriculum</p> <p>Consultant employed on Planning Days to work with teams on developing one new inquiry unit. PD budget</p> <p>New staff to attend PD sessions outside the school on VCOP, 7 Steps of Writing and CAFÉ reading. Classroom modelling and coaching by Leading teachers and other staff members. PD budget and organised by PD Manager</p> <p>Classroom modelling and coaching by Leading teachers and other staff members. PD budget PLT meetings.</p> <p>Year 1 PLT meetings and VCOP Assessment PD</p> <p>Staff paired with a partner, and meet to discuss focus of session. During observation notes are taken and peer observation form completed. Post observation discussion.</p> <p>Professional reading, visiting of schools to discuss and observe synthetic phonics programs, PD experts – PD budget</p>	<p>Curriculum Manager</p> <p>Curriculum Manager</p> <p>Curriculum Manager, PLT teams and expert</p> <p>Curriculum and PD manager</p> <p>Curriculum and PD Manager</p> <p>Year 1 PLT Manager and team</p> <p>AP, PD Manager & AISTL team</p> <p>Curriculum Manager, Learning Intervention leader and Junior School PLT leaders</p>	<p>Term 3</p> <p>Term 3</p> <p>End of term 4</p> <p>Term 1 and 2</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2-4</p>	<ul style="list-style-type: none"> An agreed whole school Instructional Model developed and implemented for Inquiry Learning and school inquiry planning document refined Audit completed and new units or revised units identified One inquiry unit to be completed by all levels on new planning document Documentation of learning and teaching programs requiring professional learning for each year level Evidence of planning in term planners and weekly planning Assessment criterion for each student in Year 1 completed All staff are involved in at least one peer observation per term Recommendations of review of synthetic phonics program presented to staff 	
	Ongoing development of staff capacity to effectively differentiate teaching and learning.					
	<ul style="list-style-type: none"> Develop capacity of staff to write quality Learning Intentions and Success Criteria. Continue to develop and expand Year level term planners to display differentiation 	<p>Staff meeting PD on Learning Intentions and Success Criteria run by Curriculum Manager. PLT teams to use.</p> <p>PLT teams to expand Year level planners/work program to cater for differentiation – Planning Meetings and PLT meetings</p>	<p>Curriculum Manager and PLT Teams</p> <p>PLT Leaders and Teams</p>	<p>Term 3</p> <p>Each term</p>	<ul style="list-style-type: none"> Term level planners start to reflect Learning Intentions & Success Criteria Term level planners on network 	
	Build the capacity of staff in analysis of data and enhance current data sources to ensure triangulation of data is effectively used to inform consistent whole school, year level and individual planning and teaching practices are implemented.					
	Embed a whole school approach to the use of data and evidence to drive teaching and learning.					

Data usage and access to be centralised and used at regularly timetabled opportunities for teams to discuss student performance	<ul style="list-style-type: none"> Assessment and reporting team to investigate the various data sources for Literacy and Numeracy Research a new reporting program and develop and implement a new reporting template using results of student, parent and teacher surveys Investigate and review whole school assessment tool for tracking student learning Moderate student outcomes within and across the Year levels using triangulated authentic data in the area of writing progression points to ensure consistency of assessment 	<p>Liaise with other schools to view their data sources and assessment schedules</p> <p>Utilize student, parent and teacher surveys to draft a new reporting template. Feedback will be sought from the community and the template modified accordingly</p> <p>Grade Expert and Accelerus Light reviewed and findings presented to Leadership team. Decision presented to staff. Staff PD on program by expert – PD budget</p> <p>Assessment and Reporting team to organise moderation sessions across PLT levels and the school using the Victorian Curriculum work samples</p>	<p>Assessment and Reporting Manager and team</p> <p>Assessment and Reporting Manager and Leadership team</p> <p>Assessment and Reporting Manager and team and Leadership team</p> <p>Assessment and Reporting Manager and team and PLT teams</p>	<p>Term 1-4</p> <p>Term 1 and 2</p> <p>Term 1 and 2</p> <p>Term 1 - 4</p>	<ul style="list-style-type: none"> Assessment schedule and English instructional model document updated New reporting template used in parent reports Whole school tracking program implemented Moderation sessions evident in meeting schedule. Improvement in teacher judgement of Writing progression points
	Further develop and support student understanding of their learning.				
	<ul style="list-style-type: none"> Review current practice and research ways for students setting goals in Literacy and Numeracy to enable them to monitor their growth 	<p>Curriculum Manager and Assessment and Reporting Manager survey staff on their current student goal setting procedures in Literacy and Numeracy. Survey results presented to Leadership team.</p> <p>Other goal setting procedures researched using the internet and other schools ready to be presented to staff.</p>	<p>Curriculum Manager, Assessment and Reporting Manager, PLT teams</p>	<p>Term 1 - 4</p>	<ul style="list-style-type: none"> Review completed and documented and shared by staff

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	<p>Our students will be motivated, confident, curious, enthusiastic global thinkers, who are strongly connected to our school community.</p> <p>To use ICT to provide authentic learning that requires inquiry, collaboration, communication and problem solving.</p>	Targets	<ul style="list-style-type: none"> Reduction in the number of late attendees on both campuses in school data. Increased results from Parent Opinion Survey in School Connectedness (38 to 60) Maintain, equal or improve Attitudes to School Survey results in all variables. Improve Teacher Collaboration and Shielding/Buffering related to School Climate in the Staff Opinion Survey. To maintain the number of approved and unapproved absences for reasons other than travel to below the state level. 		
	12 month targets	<ul style="list-style-type: none"> Reduction in the number of late attendees on both campuses in school data. Increased results from Parent Opinion Survey in School Connectedness (38 to 45) Maintain, equal or improve Attitudes to School Survey results in all variables. Improve Teacher Collaboration and Shielding/Buffering related to School Climate in the Staff Opinion Survey. To maintain the number of approved and unapproved absences for reasons other than travel to the state level. 			
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>Our students will be motivated, confident, curious, enthusiastic global thinkers, who are strongly connected to our school community.</p>	Drive school initiatives through Student Voice.				
	<ul style="list-style-type: none"> Review, refine and further develop the current Student Leadership structure and facilitate regular student forums across all levels 	<p>Changed structure of Student Representative Council</p> <p>Student leadership selection process reviewed and refined</p>	5/6 Team	<p>Term 1</p> <p>Term 2</p>	<ul style="list-style-type: none"> Student Leadership Program further developed and implemented. Role descriptions clarified for student leaders. New SRC structure operating in term 1
	Develop the capacity of staff to create and implement an engaging learning environment. Encourage and develop in all students, curiosity, creativity and critical thinking.				
	<ul style="list-style-type: none"> Investigate ways in which student feedback and reflection can inform teacher practice. 	<p>Review of Student Attitudes to School survey</p> <p>Survey to look at actual school practice in the area of feedback</p> <p>Resource review and collection of feedback samples/processes</p>	PD Manager	<p>Term 3</p> <p>Term 1</p>	<ul style="list-style-type: none"> Professional Development for staff to review and develop approaches to student feedback and reflection tools.
	<ul style="list-style-type: none"> Review and document current Gifted and Talented opportunities. Working party to investigate various pedagogical approaches to 21st Century Learning 	<p>Review school programs in line with DET direction</p> <p>Survey to look at actual school practice in the area of feedback</p>	Intervention Team	Term 1/2	<ul style="list-style-type: none"> Review current practice and investigate further possibilities in the area of Gifted and Talented. Trial 21st Century Learner Program across Year 5 and Year 6 such as "Curiosity and Powerful Learning" – David Hopkins and Wayne Craig
<p>To use ICT to provide authentic learning that requires inquiry, collaboration, communication and problem solving.</p>	To provide ongoing ICT Professional Development to improve learning and teaching with a strong focus on the use of contemporary learning tools.				
	<ul style="list-style-type: none"> Introduce and trial BYOD Program in Year 5 to create a 21st Century learning environment Trial cloud-based Samsung Smart School Tablet Program in Year 3 and Year 4. This will include ongoing Professional Development for teachers involved in the program. 	<p>Devices sourced and allocated</p> <p>Ongoing Professional Learning for staff using BYOD handbook purchased from Hawker Brownlow \$ 300</p> <p>Ongoing Professional Development for teachers involved in the program.</p>	<p>ICT Manager & team and ICT staff</p> <p>ICT Manager and a year 3 and 4 staff member</p>	<p>Term 1 – 4</p> <p>Term 1 - 4</p>	<ul style="list-style-type: none"> Increased access and engagement in all learning in Year 5 due to the implementation of the BYOD Program. Samsung Smart School Tablet Program in Year 3 and Year 4 trialled in 2 classrooms in the 3 and 4 area and Professional Development provided for teachers. Teacher survey and student feedback

Implement a range of strategies to assist in the reduction of the number of late attendees across both campuses	<ul style="list-style-type: none"> Review and investigate whole-school approach to reduce late attendance across both campuses 	<p>Sign in process at the general office streamlined and operational</p> <p>Newsletter articles</p> <p>Lost instructional time recorded on school reports</p>	AP, Wellbeing Manager and team	Term 1 - 4	<ul style="list-style-type: none"> Review Student Absence policy and investigate strategies to reduce regular late attendance Lost instructional time recorded on school reports (semester based)
To implement a range of strategies to increase student connectedness through a shared respect of the environment.	<ul style="list-style-type: none"> Use HERRRby to promote a respect and care for the environment by the community. -'HERRRby goes Green in 2016. 		Wellbeing Manager and team Environmental team Bayside council Parents	Term 1-4	<ul style="list-style-type: none"> 'HERRRby goes Green' will be displayed and discussed in classrooms, documented in our manners program, supported through our buddies program and published for the wider community.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	For Gardenvale students to embody and demonstrate our school HERRRby values of Honesty, Empathy, Resilience, Responsibility and Respect.	Targets	Student Attitudes to School Survey scores in all variables to remain in the fourth quartile throughout the life of this strategic plan.		
		12 month targets	Student Attitudes to School Survey scores in all variables to remain in the fourth quartile		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
For Gardenvale students to embody and demonstrate our school HERRRby values of Honesty, Empathy, Resilience, Responsibility and Respect.	Further develop and implement a whole school approach to student wellbeing with a focus on emotional wellbeing.				
	<ul style="list-style-type: none"> Create an induction booklet for new students that is developed and created by student leaders. 	Four student leaders guided by Wellbeing Manager	Wellbeing Manager	Term 1	<ul style="list-style-type: none"> All new students will be provided with an induction booklet.
	<ul style="list-style-type: none"> Use HERRRby to promote a respect and care for the environment by the community. -'HERRRby goes Green in 2016. 	Expert In Residence program – Parent funded Environment team budget Classroom programs Newsletter articles	Wellbeing Manager and team /Environmental Leader and team	Term 1-4	<ul style="list-style-type: none"> 'HERRRby goes Green' will be displayed and discussed in classrooms, documented in our manners program, supported through our buddies program and published for the wider community.
	<ul style="list-style-type: none"> Provide staff PD and parent information and feedback on resilience strategies. 	Wellbeing Manager to organise guest speakers eg Michael Grose - Parent funded/Well-being budget Newsletter articles	Wellbeing Manager and team	Term 2-4	<ul style="list-style-type: none"> Experts working with the community to promote resilience strategies.
	<ul style="list-style-type: none"> Specifically target Year 4 students with cyber safety through classroom programs, speakers and in-visits. 	Survey students on current practice. Organise classroom programs, speakers and in-visits.	Wellbeing team	Term 1-4	<ul style="list-style-type: none"> Survey students to indicate greater awareness of cyber safety.
<ul style="list-style-type: none"> Use parent night to present eSmart and cybersafety at each level. 	Provide all levels with a PP Page outlining eSmart to present at their parent night.	Wellbeing team	Term 1	<ul style="list-style-type: none"> All year levels will show a power point presentation highlighting cyber-safety. 	
Ongoing development of staff capacity to effectively implement student wellbeing programs.					
<ul style="list-style-type: none"> Full induction for all new teachers, graduates and student teachers of student wellbeing programs annually. 	Wellbeing Manager to provide PD at commencement of year	Wellbeing Manager	Term 1	<ul style="list-style-type: none"> All new staff participated in induction program and trialled in their classroom. 	
<ul style="list-style-type: none"> Staff training and modelling in Circle Time and Restorative Practice to facilitate a common language and approach. 	PD for all staff at commencement of year. Modelling by wellbeing team and staff All staff to be provided with booklet outlining current SWB practices, including Circle Time and Restorative Practice ideas.	Wellbeing Team	Term 1	<ul style="list-style-type: none"> All level teams document Circle Time activities in term planners. Staff confidence in dealing with conflict resolution strategies. 	
<ul style="list-style-type: none"> Student wellbeing team to become proficient in using the new whole school program for tracking student wellbeing. 	SWB Team to be trained in the use of the program. Meetings to share and update information.	SWB Team	Term 1 & 2	<ul style="list-style-type: none"> Current wellbeing data entered in to tracking program 	

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY						
Goals	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	Targets	<ul style="list-style-type: none"> Resourcing the needs of the School whilst operating a surplus budget. Enhancement of the following staff survey outcomes to reach state mean: <ul style="list-style-type: none"> Staff trust in colleagues Teacher collaboration 			
	12 month targets	<ul style="list-style-type: none"> Resourcing the needs of the School whilst operating a surplus budget. Enhancement of the following staff survey outcomes to reach: <ul style="list-style-type: none"> Staff trust in colleagues - 75 Teacher collaboration - 65 				
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	
<i>Investigate and implement the optimal allocation, monitoring and review of resources to effectively provide structures and programs for students and the school community.</i>						
To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	<ul style="list-style-type: none"> Maintain optimal year level sizes including an enrolment of at least 92 students at Foundation Level each year Ensuring the timetable supports the continuation of PLT team planning, data analysis and professional learning 	Staffing recruitment to reflect increased enrolment Timetable structure to be maintained at 50 minute blocks Changed delivery of Japanese and PMP in junior classes	Principal	Ongoing	<ul style="list-style-type: none"> 92 students at Foundation Level enrolled for 2017 Timetable supporting PLT team planning allowing for team collaboration 	
	<i>To resource professional development so that staff have the knowledge and skills to provide teaching and learning.</i>					
	<ul style="list-style-type: none"> Professional Development complementing Performance and Development Plans and the Strategic Plan and AIP 	Professional Development Coordination role allocated to senior staff member	Principal	February 2016	<ul style="list-style-type: none"> Professional Development program represents School and staff needs as articulated in the improvement areas of the Strategic Plan 	
	<ul style="list-style-type: none"> Professional Development to be funded to allow for Coaching and Mentoring 	Timetabled opportunities for all staff		Semester 1 and 2	<ul style="list-style-type: none"> Regular and timetabled coaching and mentoring provided 	
	<i>To strategically plan for staff succession.</i>					
	<ul style="list-style-type: none"> Continue to foster a distributed leadership culture through professional development and mentoring 	PLT Leadership coaching and Professional Learning program implemented in the 2016 school year	Principal Consultant	Term 1	<ul style="list-style-type: none"> Aspirant leaders offered opportunities of Professional development and mentoring 	
	<ul style="list-style-type: none"> Provided funding for DART action research 	Budget allocation made to support this ongoing work		March Budget	<ul style="list-style-type: none"> DART teams to present their findings and make recommendations 	
	<i>To strategically plan for the enrolment levels throughout the school.</i>					
	<ul style="list-style-type: none"> Liaise with Facilities Branch to supply one classroom by 2017. School budget to cover furnishing and classroom equipment. 	Ongoing contact with Darren Clarke and facilities team at regional and state level	Principal	August 2015 Ongoing	<ul style="list-style-type: none"> Additional classroom ready for occupation in 2017. 	
	<i>Produce a Facilities Master Plan for both campuses. Continue improvement of indoor and outdoor learning spaces.</i>					
<ul style="list-style-type: none"> Identify school needs and source companies who may be utilised to develop a Master Plan 	Survey Review of other settings and their process Develop a clear structure and agreement to engage external agency to guide Master Plan process	School Council Buildings and Grounds sub committee	March 2016	<ul style="list-style-type: none"> Master Plan Committee formed, incorporating all stake holders, to identify school needs and source companies to develop the Master Plan 		

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	
Investigating pedagogical approaches to 21 st Century Learning	Yellow	DART Manager appointed. Team formed and met. Action plan developed.	Yellow	Speaker on a school's journey into 21 st Century Learning. DART team reading articles based on 21 st Century Learning on network. ICT Manager attended ICT conference and ran PD with staff on Students Create The Future. Web links and further reading supplied.	
Review and develop a whole school inquiry learning model and planning format providing staff with professional learning on Inquiry Learning	Yellow	Whole school professional reading – What is Inquiry? Jeni Wilson and Lesley wing Jan. Curriculum Day 26/4 – Jeni Wilson Staff meetings on whole school planning, school drivers, throughlines and big ideas.	Green	All staff surveyed to gain their level of understanding of the Inquiry Process. The result was 67%. Kim Blackmore worked twice with each year level team to consolidate the inquiry approach when planning their new units. Staff surveyed again at the end of the year. The result was 74%. More work will need to be carried out in this area.	
Curriculum audit of current inquiry units to align to the Victorian Curriculum	Green	Curriculum Maps used as a tool to audit current Inquiry Units against the Victorian Curriculum. Junior, Middle and Senior School then completed a PMI based on their findings. All documentation on the school network.	Green	New Inquiry questions and key understandings for each year level audited on the Victorian Curriculum scope and sequence charts against the content descriptions and the achievement standards by Inquiry Team and PLT teams.	
Develop a new inquiry based unit aligned to the Victorian Curriculum, providing professional support during Planning Days	Yellow	Consultant Kim Blackmore employed for Term 3 to work with Inquiry team, whole school and year levels. Inquiry team established comprising of the Curriculum Team and one representative from each year level.	Green	Inquiry team comprising of one representative from each year level, refined throughlines and concepts, developed whole school essential questions, level questions and key understandings for each year level based on the Victorian content descriptors and the achievement standards. All staff presented with the new document and the Leadership Team and all PLT teams met to further refine the document and bring any concerns back to the Inquiry Team. This process has been repeated a number of times and the document refined accordingly. New Inquiry Unit planner developed by Curriculum Team. Input and changes then sought by Inquiry Team and then all staff members before final document. Documentation and process presented to School Council. Kim Blackmore working with each PLT team to develop their Environment unit in term 3. PMI – Extremely positive to the Backwards design model employed which lead to Kim working with each PLT team again in planning their Personal Identity and Wellbeing units. Inquiry team reviewed each unit to ensure a flow across the school and feedback to their teams which lead to changes in some units. Inquiry team decision to meet regularly to oversee the units and organise whole school focused events in each throughline.	
Provide new and transitioning staff with professional learning/coaching in the school's current instructional model strategies. PD manager to develop a document outlining PD programs/coaching needed at each level and the responsibility for each area	Red	This is in the planning for Term 3 and 4.	Yellow	All PLT teams surveyed to document the programs/modelling/coaching required at their year level for new team members and who would be responsible for the PD in each of these areas. This will need implementation and a timeline developed in 2017.	
Embed strategies for VCOP and CAFÉ Reading into practice.	Red	Modelling sessions planned for Term 3 and 4.	Yellow	Year P-3 staff surveyed to gain an understanding of the areas of VCOP they felt confident in and the areas they require support in. They also	

				indicated the type of support they need. Modelling sessions were scheduled in P-3 classrooms with the teachers repeating the lessons viewed. PLT teams later reflected and shared practice. Staff sharing session P-3 and 4-6. Reflection – What am I jumping for joy about (celebration) and What do I need to build a bridge to get over? (change/support). Results collated and shared and further direction established to support PLT teams. Modelling and school visits needed in Café Reading for 2017. VCOP modelling and sharing to continue based on staff needs.	
Trial VCOP assessment criterion in Year 1		Year 1 team developed a checklist based on the VCOP assessment criterion scale. Using triangulated data these checklists are updated. Regular moderation occurring between team members.		Year 1 team regularly moderate and refine checklist. VCOP assessment criterion and checklist presented to staff. Copies emailed for PLT teams to modify and trial. Survey Monkey of year 1 staff showed that the assessment criterion had been an effective tool 89% with strength and weaknesses being identified for differentiation 85%.	
Staff focus on current instructional models and student learning through peer observation and modelling		This is in the planning for Term 3 and 4.		Peer observation in term 3 with a focus on viewing Learning Intentions and Success Criteria. Peer observation in term 4 within year level teams. Meeting for peer reflection. Feedback on the process and suggestions for 2017 via SurveyMonkey. Survey showed most staff are now comfortable with the process and find the experience valuable. 78% want the process to continue. Suggestions by staff to make the process more beneficial included using the experience as targeted PD	
Review and investigate the instructional model of synthetic phonics programs		School visit to Bentleigh West Primary to observe their program, school PD, in-service courses Spelling Made Easier Shirley Houston and Synthetic Phonics Naomi Aufgang and professional reading. Level leaders completed a PMI of their current program with year level teams. Discussed at PLT Leaders meeting. Different programs viewed and discussed by all staff. Decision made to trial SMART Spelling program in 2 year levels.		Staff presentation by Curriculum Manager and PLT Leader on Synthetics Phonics and teaching a comprehensive spelling program. Year 5 and year 2 trialling SMART spelling program. PNI of findings presented at PLT Leaders' Meeting see minutes of meeting 20/10. Agreement to go ahead with the program. Curriculum Day on SMART spelling. Booklets purchased ready for implementation in 2017. 93% of staff found the PD valuable. 71% feel confident in teaching the SMART Spelling program. 77% understand the spelling rules. 94% will commence trial the program in 2016. Comments on help required for the program implementation next year included PLT team support, peer observation and spelling rules charts.	
Develop capacity of staff to write quality Learning Intentions and Success Criteria		PD 23/2 on Learning Intentions and Success Criteria to all staff. All staff experimenting with Learning Intentions and Success Criteria in their teaching. Evidence in term 3 planning documents.		Peer observation in term 3 had a focus on Learning Intentions and Success criteria. Whole staff sharing of best practice at staff meeting. Learning Intentions being written into Inquiry Planners as evidenced on network planners. 2017 needing a consistent approach across the school.	
Continue to develop and expand Year level term planners to display differentiation		Year level planners/work programs continue to be updated to cater for differentiation.		Evidence on school network of differentiation.	
Assessment and reporting team to investigate the various data sources for Literacy and Numeracy		Scheduled for term 3		Assessment and Reporting Manager on leave term 3 & 4 so focus was on Reporting. Current assessment schedule has been uploaded to GradeExpert.	
Research a new reporting program and develop and implement a new reporting template using results of student, parent and teacher surveys		Investigation by Leadership Team into the different Reporting Software available. Decision made in term 2 on using GradeExpert. Reporting Manager appointed to lead the changes. All staff trained in the use of the new software. Student, parent and teacher surveys used to design new reporting template and parents regularly updated via the newsletter. Term 2 reports written in the new program. Survey Monkey used to gain parent feedback on the new reports.		Survey Monkey parent feedback discussed at Leadership Team, PLT leaders and by staff. Recommendations discussed and changes made to format. New reporting format maintained in term 4 reports. Whole staff meeting focused on viewing and analysing reports from other schools – PMI created, collated and analysed by Assessment and Reporting team and forwarded to Leadership. Reporting Manager and additional senior school staff member trained in Grade Expert applications.	

Investigate and review whole school assessment tool for tracking student learning		Investigation by Leadership Team into different Software available to track students. Decision made to use GradeExpert so staff have one integrated program. ILPs entered in Grade Expert. Wellbeing team to trial.		Proposal of possible future changes sent to Leadership and discussed.	
Moderate student outcomes within and across the Year levels using triangulated authentic data in the area of writing progression points to ensure consistency of assessment		Moderation sessions organise within and across year levels. Whole school moderation session in Writing in term 2 using student work samples.		Moderation sessions organise within and across year levels. Whole school moderation session in Writing in term 4 using student work samples.	
Review current practice and research ways for students setting goals in Literacy and Numeracy to enable them to monitor their growth		Term 3 and 4		This action is being delayed to 2016 due to the Bastow Program now focussing on feedback.	

ENGAGEMENT

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Stat us	Evidence	Stat us	Evidence	
Review, refine and further develop the current Student Leadership structure and facilitate regular student forums across all levels		The structure of the Student Representative Council has been altered. Meetings are now held regularly and the organisation has improved. The school now has 4 school captains instead of 8 as in the past.		SRC has completed a number of projects throughout the year with evidence in Minutes of SRC meetings kept. SRC minutes sent to school council. At School Council, SRC will present their work and findings and their views on homework to council.	
Investigate ways in which student feedback and reflection can inform teacher practice.		Year 5 Bastow program group formed. . Review of Student Attitudes to School survey. Current feedback practices investigated across the year levels.		Bastow program ceased due to relevance for the team in the implementation of the BYOD program.	
Review and document current Gifted and Talented opportunities.		Whole school PD on Gifted and Talented.		Whole school Gifted and Talented education practices documented and reviewed and recommendations listed.	
Working party to investigate various pedagogical approaches to 21 st Century Learning		Term 3 and 4		In the network there is a folder with research, website references and articles for teacher access.	
Introduce and trial BYOD Program in Year 5 to create a 21 st Century learning environment		All year 5 students are participating in the BYOD program. Policies and agreements have been ratified by School Council. A parent evening and School session held. Year 5 Bastow program focussing on BYOD and school visits organised.		All students are currently using their devices daily and the usage has been formally embedded into the weekly planners. There has been a 100% take up of the program across the three classrooms. A parent night has now been held for the 2017 BYOD program and the roll out is planned for late January 2017.	
Trial cloud-based Samsung Smart School Tablet Program in Year 3 and Year 4. This will include ongoing Professional Development for teachers involved in the program.		New tablets purchased for year 4. Trial continues in 2 classrooms in year 3 and 4 with Samsung involved in modelling. Two new cloud based software programs are being trialled.		Samsung program has been globally put on hold until next year. Samsung tablets are currently being shared and used daily in classrooms for research, Inquiry based software and for such programs as Kahoot quizzes and Scratch coding software. Professional development has been offered to Year 3 and year 4 staff throughout the year.	
Review and investigate whole-school approach to reduce late attendance across both campuses		The late pass has been reintroduced this year.		Review data from last year to this	

Use HERRRby to promote a respect and care for the environment by the community. -HERRRby goes Green in 2016.		Expert In Residence program Environment and Sustainability commenced Term 2 – Sharon Hunter– All class will be involved in 3 sessions. Classroom programs reinforce. Environment team formed. Newsletter articles and Blog updates.			
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 	Evidence	 	Evidence	
Create an induction booklet for new students that is developed and created by student leaders.		The 4 student leaders are working on this project as part of a MAD (Make A Difference) program in year 6.		Completed and will be distributed on Orientation Day.	
Use HERRRby to promote a respect and care for the environment by the community. -HERRRby goes Green in 2016.		Green HERRRby badges awarded at assembly. Green HERRRby associated with the Expert in Residence Environment program.		This has been successful and awards continue to be given at both assemblies weekly. HERRRby logo has changed to 'Herrrby goes Green in 2016'. To continue 'green' focus in 2017 – 'HERRRby, Staying Green in 2017' Regularly referred to throughout expert in res program to promote respect for the environment. E.g Herrrby van.	
Provide staff PD and parent information and feedback on resilience strategies.		Michael Grose 31/5 parent evening focussing on resilience - Parent funded/Well-being budget Regular newsletter articles. Anti bullying week – 20/6 – Whole school focus on resilience – daily program, buddies activity, in-visit performance and whole school events organised. All Year 4 – 6 students participated in Resilient Youth Australia - Resilience Survey. Feedback to staff and parents via email and website.		Michael Grose presentation successful. Positive feedback from parents. Anti bullying week always a success and arrangements for 2017 week currently underway. SWB Manager in network following participation in Resilience survey. Results pleasing however areas of concern are being addressed through external programs by Bayside Council and focus groups with students. In 2017 whole school to undertake The Resilience Project partnership as Expert in Residence.	
Specifically target Year 4 students with cyber safety through classroom programs, speakers and in-visits.		SWB manager to organise cybersafety program with bayside council for Year 4 students.		Bayside council and Project Rokit do not work with younger students. More investigation needed here.	
Use parent night to present eSmart and cybersafety at each level.		Information and Power point slide given to all teams to discuss and show at parent Information evening at commencement of year.		Finally accredited as eSmart school in 2016. This will be noted in PP Pres at commencement of 2017	
Full induction for all new teachers, graduates and student teachers of student wellbeing programs annually.		Student Wellbeing Team provided PD at commencement of year		SWB Team have updated the school program used by all staff in the first 4 weeks of the new year. Completed.	
Staff training and modelling in Circle Time and Restorative Practice to facilitate a common language and approach.		PD for all staff at commencement of year. Modelling by wellbeing team and staff All staff were provided with booklet outlining current SWB practices, including Circle Time and Restorative Practice ideas. All staff provided with activities, websites and circle time ideas specifically targeting Resilience throughout Ban the Bully Week.		SWB Team led a PD session on Circle Time and Restorative Practise. SWB Manager has modelled circle time in Year 3 and Year 5 classes.	

Student wellbeing team to become proficient in using the new whole school program for tracking student wellbeing.		SWB leader trained in the use of the program. Data starting to be entered.		This did not commence.	
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	
Maintain optimal year level sizes including an enrolment of at least 92 students at Foundation Level each year		Staffing recruitment reflect increased enrolment Timetable structure has been maintained at 50 minute blocks with changed delivery of 25 minute Japanese and skills program in Prep classes.		Predicted Enrolment of 656 for 2017 allows for 4 classes at each Year Level from Prep to Year 5. We currently have 90 Preps enrolled for 2017.	
Ensuring the timetable supports the continuation of PLT team planning, data analysis and professional learning		All year levels have a 50 minute planning block for data analysis and team planning.		We have maintained all year levels having a 50 minute planning block for data analysis and team planning. The new timetable format has worked very well with minimum change throughout the year.	
Professional Development complementing Performance and Development Plans and the Strategic Plan and AIP		AP is PD Manager. All professional learning must be linked to the goals in the AIP and individual performance plans.		We have exceeded our Professional Development Budget by \$3000 due to our work with Kim Blackmore, educational Consultant.	\$43,000
Professional Development to be funded to allow for Coaching and Mentoring		Coaching, mentoring and modelling for new staff to teaching teams has taken place in term 1 and 2. PD budget used.		VCOP Modelling implemented in Term 3.	
Continue to foster a distributed leadership culture through professional development and mentoring		Term 3 & 4		There have been many opportunities for staff to take on extra leadership roles with Chris Chant taking on a SEIL position for most of Term 3 and all of Term 4. The transfer of leadership positions has been smooth. All end of year procedures are complete or well underway as is the planning and preparation for the 2017 school year.	
Provided funding for DART action research		Term 3 & 4		Discussions and organisation for the re-formation of 2017 DART action research.	
Liaise with Facilities Branch to supply one classroom by 2017. School budget to cover furnishing and classroom equipment.		Meeting with the facilities Branch at regional and state level to discuss needs for additional classroom spaces for 2016 and 2017 and the most suitable site.		Confirmation that we will be receiving a new double classroom this year and it is aimed to be ready for the commencement of the 2017 school year. First Site meeting is scheduled with Max Gibbs from Fleetwork for 16th November.	
Identify school needs and source companies who may be utilised to develop a Master Plan		Term 3 & 4		Researched and discussed possibilities with Buildings and Grounds Sub-Committee.	