2016 Annual Implementation Plan: for Improving Student Outcomes

Balwyn Primary School
2016

Based on Strategic Plan 2015-2018

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the Framework for Improving Student Outcomes: Guidelines for schools):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</td>
</tr>
<tr>
<td></td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
</tr>
</tbody>
</table>

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The Guidelines provide further context and detailed information to support this work.
Summary page: the school's priorities and initiatives

Tick the Initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
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<td></td>
<td>Setting expectations and promoting inclusion</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
</tr>
</tbody>
</table>

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Although Balwyn Primary School’s 2015 NAPLAN Relative Gain data (Year 3-5) showed excellent data in the low percentage of students showing low growth (particularly in Reading, Numeracy, and Grammar and Punctuation), only 19.4% of students achieved high growth in Writing and 25% in Numeracy with a large proportion of students achieving medium growth (Writing 64.5% and Numeracy 62.5%). Whilst it is pleasing that the percentage of students achieving low growth is low, it is apparent that there needs to be focused attention on moving the middle band of students to achieving high growth through carefully targeted curriculum planning informed by ongoing analysis of assessment and data.

This 2015 trend in our data across a variety of domains will be addressed specifically through the targeted building of teacher capacity and professional learning, the refinement of curriculum design to align for vertical and horizontal cohesion across our learning organisation, the development of student voice and the strengthening of home/school partnerships with parent experts who deliver authentic enrichment programs. To further address the issue and move students from showing medium to high growth, value adding will be addressed through the development of a High Potential Learners team to drive teacher professional learning and the use of assessment tools to inform teaching practice and student learning at point of need. Student engagement will be enhanced by a rich curriculum that encompasses inquiry and student voice which connects learning to the world.

2016 will bring impetus to our commitment at Balwyn Primary to embedding design thinking in our Inquiry Units and the enhancement of student voice.

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.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>KIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning.</td>
<td>- Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment.</td>
</tr>
<tr>
<td>Curriculum Planning and Assessment.</td>
<td>- Refinement of curriculum design and ensuring horizontal and vertical alignment to whole school teaching and learning. Scope and sequence and unit planners will be aligned and demonstrate a learning continuum from F-6.</td>
</tr>
<tr>
<td>To develop self-directed learners and reflective thinkers with strong, core academic skills in literacy and numeracy.</td>
<td>- All work programs reflect differentiated planning using the Victorian Curriculum F-6.</td>
</tr>
<tr>
<td></td>
<td>- Whole school inquiry units are embedded with design thinking. Design thinking is well understood and applied.</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Develop and implement a curriculum that encompasses inquiry (design thinking) and student voice which connects learning to the world.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Empowering students and building school pride</td>
<td>Embed the use of eLearning across and between all existing levels using current and new technologies and the implementation of a BYOT (Bring your own Tablet) in Years 5 &amp; 6.</td>
</tr>
<tr>
<td>To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.</td>
<td>Successful integration of new hardware and software across the school to enhance curriculum as evidenced in teaching and learning.</td>
</tr>
<tr>
<td></td>
<td>Complete and document a thorough eLearning plan to plan ahead for the successful implementation and improvement of eLearning across the school.</td>
</tr>
</tbody>
</table>
### ACHIEVEMENT

#### Goals
To develop self-directed learners and reflective thinkers with strong, core academic skills in literacy and numeracy.

#### Targets
To increase the percentage of students in the top two bands in NAPLAN as follows:

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>YEAR</th>
<th>2014</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Year 3</td>
<td>68.5%</td>
<td>&gt;71%</td>
</tr>
<tr>
<td>Writing</td>
<td>Year 3</td>
<td>70%</td>
<td>&gt;73%</td>
</tr>
<tr>
<td>Reading</td>
<td>Year 5</td>
<td>59.6%</td>
<td>&gt;64%</td>
</tr>
<tr>
<td>Writing</td>
<td>Year 5</td>
<td>30.8%</td>
<td>&gt;50%</td>
</tr>
</tbody>
</table>

Increase the percentage of students achieving high growth on NAPLAN relative growth reports.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>PERCENTAGE OF STUDENTS SHOWING HIGH GROWTH (from YR3-YR5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Reading</td>
<td>46.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>43.8%</td>
</tr>
</tbody>
</table>

AusVELS/ Victorian Curriculum data will indicate that every teacher will achieve on average at least 12 months growth for every student.

#### 12 month targets
To improve the top two bands in NAPLAN as follows:

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>YEAR</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Year 3</td>
<td>&gt;75%</td>
</tr>
<tr>
<td>Writing</td>
<td>Year 3</td>
<td>&gt;70%</td>
</tr>
<tr>
<td>Reading</td>
<td>Year 5</td>
<td>&gt;65%</td>
</tr>
<tr>
<td>Writing</td>
<td>Year 5</td>
<td>&gt;45%</td>
</tr>
</tbody>
</table>

To increase percentage of students achieving high NAPLAN Relative Growth in the following domains:

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>PERCENTAGE OF STUDENTS SHOWING HIGH GROWTH (from YR3-YR5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>Numeracy</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td>45%</td>
</tr>
<tr>
<td>Writing</td>
<td>19%</td>
</tr>
</tbody>
</table>

To improve school data against like school in Writing and Reading, 2015-2016.

All work programs reflect differentiated planning using the Victorian Curriculum.

Whole school inquiry units are embedded with design thinking.

Whole school planners to reflect Victorian Curriculum across F-6.

Reduce to zero the percentage of students below NMS (Band 1) in NAPLAN.
<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment.</td>
<td>Building teacher capacity in data analysis, planning and delivery of a differentiated curriculum.</td>
<td>Budget for PLT (horizontal) meetings Leadership and Staff Meetings</td>
<td>Principal Leadership Team Team Leaders</td>
<td>Term 4</td>
<td>All planning documents demonstrate the use of the Victorian Curriculum learning continuum. Targeted teaching at ZPO. Consistency in teacher judgements. School Climate: Staff Trust in Colleagues-Module Component Scores will increase.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>MEAN</strong> <strong>SCORE</strong> <strong>MEAN</strong> <strong>SCORE</strong> <strong>2015</strong> <strong>2016</strong> <strong>SCHOOL SCORES</strong> 80.16 &gt; 85 <strong>PRINT/TEACH SCORES</strong> 79.23 &gt; 80</td>
</tr>
<tr>
<td></td>
<td>Teacher professional learning to build understanding of high potential and At Risk learners.</td>
<td>Budget for PLT (horizontal) meetings Staff Meetings Critical Friends Educational Consultants (e.g. Penny Willoughby) provided for HPL Team</td>
<td>Principal Assistant Principal Leading Teachers HPL Team</td>
<td>Feb 2016 Term 4</td>
<td>Teachers demonstrate increased understanding of high potential and at risk learners through accurate identification and curriculum differentiation. Tools in place for identification of HP learners. Teachers are familiar with identification tools and AGAT assessment tool. Data base of HPL learners on Management System.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Weekly PLT meetings are in place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="image" alt="Table" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>FACTOR NAME</strong> <strong>2013</strong> <strong>2014</strong> <strong>2015</strong> <strong>2016</strong> <strong>Learning Confidence</strong> 4.11 4.30 4.37 &gt; 4.40 <strong>Stimulating Learning</strong> 4.29 4.28 4.47 &gt; 4.50 <strong>Student Motivation</strong> 4.56 4.68 4.63 &gt; 4.70 <strong>Teacher Effectiveness</strong> 4.46 4.49 4.59 &gt; 4.60</td>
</tr>
<tr>
<td>A comprehensive audit of assessment practice.</td>
<td>Budget allocation for PLTs</td>
<td>Principal</td>
<td>Feb 2016</td>
<td>Weekly meetings in place. Assessments audited and an assessment schedule designed.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------</td>
<td>-----------</td>
<td>----------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>PLT (Vertical and horizontal teams) timetabled.</td>
<td>Leadership Team (SPL &amp; Team Leaders) HPL Team</td>
<td>Term 4</td>
<td>Whole school assessment schedule in use. Assessment tool for high potential learners introduced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget for: Insight Assessment (Grade 5 &amp; 6) GradeXpert Compass</td>
<td>Principal</td>
<td>Term 1</td>
<td>Data will be recorded on GradeXpert and/or Compass. Insight assessment will be used to assess Mathematics in Years 5 &amp; 6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum design and refinement of whole school approach to teaching and learning to ensure horizontal and vertical alignment.</td>
<td>Financial allocation for Planning Day</td>
<td>Principal</td>
<td>4 x per year</td>
<td>Scope and sequence and unit planners will be aligned and demonstrate a learning continuum from F-6. All teachers are using the Victorian Curriculum with all their planning and assessment. Design Thinking is well understood and applied.</td>
<td></td>
</tr>
<tr>
<td>Budget for EAL, intervention, Reading Recovery and enrichment teaching staff</td>
<td>Assistant Principal Reading Recovery Teacher EAL Teacher Intervention Teacher Enrichment Teachers Parent Experts</td>
<td>Term 4</td>
<td>Student data shows gain over time. Planners show differentiation, targeting student learning at point of need, including high potential and gifted learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timetabled individual and small group sessions</td>
<td>Principal</td>
<td>Feb 2016</td>
<td>Scheduled learning sessions are in place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing targeted learning opportunities for high potential and At Risk learners.</td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Annual Implementation Plan: for Improving Student Outcomes**

### Engage: To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.

#### Targets
- To embed design thinking to increase student voice and engagement.
- To improve the mean scores in the *Student Attitudes to School* Survey.

<table>
<thead>
<tr>
<th>Factor Name</th>
<th>2014</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Empathy</td>
<td>4.44</td>
<td>&gt;4.50</td>
</tr>
<tr>
<td>School Connectedness</td>
<td>4.43</td>
<td>&gt;4.50</td>
</tr>
</tbody>
</table>

#### 12 month targets
- Attitude to schools survey targets

<table>
<thead>
<tr>
<th>Factor Name</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Empathy</td>
<td>4.63</td>
<td>&gt;4.65</td>
</tr>
<tr>
<td>School Connectedness</td>
<td>4.68</td>
<td>&gt;4.68</td>
</tr>
</tbody>
</table>

eLearning audit surveys conducted, findings audited and an e-Learning Plan developed.

ILPs will be written for all students deemed at risk or for students that require a work program that targets specific learning goals.

Evidence of inquiry embedded in units of work, explicitly connecting student learning to the world.

Design thinking embedded.

### KIS

- **Develop and implement a curriculum that encompasses inquiry and student voice which connects learning to the world.**
- **Refine curriculum planning and embed design thinking, connecting learning to the world.**

<table>
<thead>
<tr>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it: (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whole School PLTs Vertical and horizontal Planning days</td>
<td>Assistant Principal</td>
<td>T1-T4 Total: &gt;4x per term</td>
<td>Documentation of reviewed units of work, embedded with design thinking explicitly connecting student learning to the world.</td>
</tr>
<tr>
<td></td>
<td>Curriculum days</td>
<td>Leading Teachers</td>
<td></td>
<td>Student voice is evident in teaching and learning through choice and feedback.</td>
</tr>
<tr>
<td></td>
<td>Time and Space allocation for meetings</td>
<td>Team Leaders</td>
<td></td>
<td>Attitudes to School Survey show increased scores in the factors as tabled below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTOR NAME</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Confidence</td>
<td>4.11</td>
<td>4.30</td>
<td>4.37</td>
<td>&gt;4.40</td>
</tr>
<tr>
<td>Stimulating Learning</td>
<td>4.28</td>
<td>4.28</td>
<td>4.47</td>
<td>&gt;4.50</td>
</tr>
<tr>
<td>Student Motivation</td>
<td>4.56</td>
<td>4.68</td>
<td>4.63</td>
<td>&gt;4.70</td>
</tr>
<tr>
<td>Description</td>
<td>Result</td>
<td>End Date</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Embed the use of eLearning across and between all existing levels using current and new technologies.</td>
<td>Refine, modify and implement eLearning plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole school Curriculum Days Budget provided to release teams for PLTs.</td>
<td>Principal</td>
<td>End of 2016</td>
<td>Links made internationally with a Sister School in China.</td>
<td></td>
</tr>
<tr>
<td>Budget provided Engagement with JESIE (Jiangsu Education Services for International Exchange)</td>
<td></td>
<td></td>
<td>Collaboration using technology (polycom, skype).</td>
<td></td>
</tr>
<tr>
<td>Visits discussed and planned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refine, modify and implement eLearning plan.</td>
<td>Leading Teacher eLearning ICT Specialist Teacher</td>
<td></td>
<td>Documented eLearning plan.</td>
<td></td>
</tr>
<tr>
<td>eLearning L.T. (Tom Daniel) Specialist ICT Coordinator (Sue Price)</td>
<td></td>
<td>Term 4</td>
<td>Embedded use of digital technologies.</td>
<td></td>
</tr>
<tr>
<td>Time and space allocation for meetings</td>
<td></td>
<td></td>
<td>Successful integration of new hardware and software across the school to enhance curriculum as evidenced in teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>Budget provide to supply 5/6 Teachers with Ipads</td>
<td></td>
<td></td>
<td>BYOT (Bring your own tablet) successfully implemented in Year 5/6.</td>
<td></td>
</tr>
</tbody>
</table>
| Professional learning and development in the use of new technologies and the Victorian Curriculum provided by ICT. | Budget for: Leading Teacher eLearning ICT Specialist Teacher           | End of 2016| Teacher planning documents show evidence of eLearning embedded meaningfully with explicit teaching.  
| Time and space allocation for meetings                                      | eLearning L.T. (Tom Daniel) Specialist ICT Coordinator (Sue Price)      |            | Coding introduced across school.                                       |
## Annual Implementation Plan: for Improving Student Outcomes

### WELLBEING

**Goals**
To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.

**Targets**
To improve the mean scores in the *Students' Attitude to School Survey*.

<table>
<thead>
<tr>
<th>Factor Name</th>
<th>Student Attitudes to School Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Student Morale</td>
<td>5.82</td>
</tr>
</tbody>
</table>

To improve parent survey variables (as a percentage rank against state wide school means) including:
- School connectedness > 3rd Quartile (75%)
- Student safety at or > 2nd Quartile (50%)
- Social skills at or > 3rd Quartile (75%)
- Classroom behaviour at or > 2nd Quartile (50%)

Growth on the Staff Opinion Survey on the dimensions of Parent and community involvement.

<table>
<thead>
<tr>
<th></th>
<th>Staff Survey % endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>2014</td>
</tr>
<tr>
<td>Community and Parent Involvement</td>
<td>80%</td>
</tr>
</tbody>
</table>

**12 month targets**
To improve the mean scores in the *Attitudes to School Survey*.

<table>
<thead>
<tr>
<th>Factor Name</th>
<th>Student Attitudes to School Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>Student Morale</td>
<td>6.12</td>
</tr>
</tbody>
</table>

Documentation of review/audit outlining wellbeing programs.

To improve parent survey variables (as a percentile by factor by school type) including:
- School connectedness > 3rd Quartile (75%)
- Student safety > 3rd Quartile (75%)
- Social skills > 2nd Quartile (50%)
- Classroom behaviour at or > 3rd Quartile (75%)

Growth on the Staff Opinion Survey on the dimensions of Parent and community involvement.

<table>
<thead>
<tr>
<th></th>
<th>Staff Survey % endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>2015</td>
</tr>
<tr>
<td>Community and Parent Involvement</td>
<td>85.2%</td>
</tr>
</tbody>
</table>

### KIS

**ACTIONS:** what the school will do
- Wellbeing Strategic Plan Team to implement wellbeing initiatives and refine existing process and programs, including opportunities for Teacher Professional Learning.

**HOW the school will do it (including financial and human resources)**
- Experienced Teacher allocated to lead this program
- Time allocated for Wellbeing PLT
- School website

**WHO has responsibility**
- Principal
- Assistant Principal
- Strategic Plan Leader (Donna)

**WHEN timeframe for completion**
- Term 4, 2016

**SUCCESS CRITERIA:** Markers of success reflecting observable changes in practice, behaviour, and measures of progress
- Documented wellbeing programs improved and embedded.
- Consistent approach to embedding the YCDI program.
- Documentation of review/audit outlining...
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Department/Group</th>
<th>Responsibility</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build strategies to strengthen positive relationships and enhance both home/school partnerships.</td>
<td>Parent Expert Enrichment Program</td>
<td>Extended</td>
<td>- Parent Expert Enrichment Program extended</td>
</tr>
<tr>
<td>Liaison with Parent Experts and opportunity development:</td>
<td>Principal</td>
<td></td>
<td>- Principal Experienced Teacher (Rhode Rhodes)</td>
</tr>
<tr>
<td>Budget provided</td>
<td>Term 1-4, 2016</td>
<td></td>
<td>- Term 1-4, 2016 has been set</td>
</tr>
<tr>
<td>Time allocated</td>
<td>Parent experts deliver Enrichment programs.</td>
<td></td>
<td>- Parent experts deliver Enrichment programs.</td>
</tr>
<tr>
<td>Venue allocated</td>
<td></td>
<td></td>
<td>- Venue allocated</td>
</tr>
<tr>
<td>Improvement in parent survey variables (as a percentile by factor by school type) including:</td>
<td></td>
<td></td>
<td>- School connectedness &gt; 3rd Quartile (75%)</td>
</tr>
<tr>
<td>- School connectedness &gt; 3rd Quartile (75%)</td>
<td></td>
<td></td>
<td>- Student safety &gt; 3rd Quartile (75%)</td>
</tr>
<tr>
<td>- Social skills &gt; 2nd Quartile (50%)</td>
<td></td>
<td></td>
<td>- Classroom behaviour at or &gt; 3rd Quartile (75%)</td>
</tr>
<tr>
<td>Growth on the Staff Opinion Survey on the dimensions of Parent and community involvement.</td>
<td></td>
<td></td>
<td>- Staff Survey % endorsement</td>
</tr>
<tr>
<td>School Climate</td>
<td></td>
<td></td>
<td>- School Climate 2015</td>
</tr>
<tr>
<td>Community and Parent Involvement</td>
<td></td>
<td></td>
<td>- Community and Parent Involvement 2016</td>
</tr>
<tr>
<td>Assemblies</td>
<td></td>
<td></td>
<td>- 5/6 Student wellbeing scores are above 75th percentile on the Attitudes to School Survey.</td>
</tr>
<tr>
<td>- SWAT (Student Wellbeing Action Team) profile enhanced.</td>
<td></td>
<td></td>
<td>- SWAT (Student Wellbeing Action Team) profile enhanced.</td>
</tr>
<tr>
<td>Friendship bench promoted and used.</td>
<td></td>
<td></td>
<td>- Friendship bench promoted and used</td>
</tr>
</tbody>
</table>

wellbeing programs.

Incremental improvement in Attitudes to School Survey and Parent Opinion survey targets.

| ATS Student Morale | 6.12 | ≥6.15 |

Growth on the Staff Opinion Survey on the dimensions of Parent and community involvement.

<table>
<thead>
<tr>
<th>Staff Survey % endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate 2015</td>
</tr>
<tr>
<td>Community and Parent Involvement 2016</td>
</tr>
</tbody>
</table>
### Annual Implementation Plan: for Improving Student Outcomes

#### Productivity

**Goals**

- Improve the capacity of the school to function as a strategic organisation.

**Targets**

**Growth on the Staff Opinion Survey on the dimensions of staff trust in colleague (school climate) and collective responsibility (school climate).**

<table>
<thead>
<tr>
<th>School Climate And Professional Learning</th>
<th>Staff Opinion Survey Percent endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2018</td>
</tr>
<tr>
<td>Collective responsibility</td>
<td>87%</td>
</tr>
<tr>
<td>Staff trust in colleagues</td>
<td>72%</td>
</tr>
<tr>
<td>Coherence</td>
<td>85%</td>
</tr>
</tbody>
</table>

Improvement of parent satisfaction with school improvement and general satisfaction at or greater than 50th percentile.

**12 month targets**

**Growth on the Staff Opinion Survey on the dimensions of Staff trust in colleague (School Climate) and Collective responsibility (School climate).**

<table>
<thead>
<tr>
<th>School Climate And Professional Learning</th>
<th>Staff Opinion Survey Percent endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>Collective responsibility</td>
<td>85.2%</td>
</tr>
<tr>
<td>Staff trust in colleagues</td>
<td>81%</td>
</tr>
<tr>
<td>Coherence</td>
<td>89.2%</td>
</tr>
</tbody>
</table>

Improvement of parent satisfaction with school improvement and general satisfaction at or greater than 40th percentile.
<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build teacher capacity to improve student learning outcomes through embedded professional learning utilising internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback.</td>
<td>Peer learning and coaching model is strengthened and embedded into school culture.</td>
<td>Budget and Time allocated</td>
<td>Principal</td>
<td>Term 4, 2016</td>
<td>Teachers demonstrate a clear understanding of peer learning expectations and demonstrate commitment to sharing expertise.</td>
</tr>
<tr>
<td></td>
<td>Opportunities for peer learning through CV’s (Collegiate Visits) or PLVs (Professional Learning Visits) provided. Emphasis is on quality of learning and not quantity/ frequency of visits.</td>
<td>Budget provided for professional development (peer learning). PLT collegiate visits timetabled</td>
<td>Principal Assistant Principal Leading Teachers Team Leaders</td>
<td>Term 1-4, 2016</td>
<td>Teachers complete PLVs (Professional Learning Visits) and CVs (Collegiate visits) during each term, including pre and post discussion. Reflections of peer learning documented.</td>
</tr>
<tr>
<td></td>
<td>A critical friend (external Educational Consultant) provided for Staff professional learning through peer learning program.</td>
<td>Budget allocated for Critical Friend (Educational Consultant: Lyn Reggett) Timetabled sessions with feedback</td>
<td>Principal Assistant Principal</td>
<td>End of 2016</td>
<td>Percentage endorsement shows incremental improvement in Staff trust. Staff Reflections during PLTs and PDP process show changes in practice and behaviour.</td>
</tr>
<tr>
<td></td>
<td>Enhance the school’s capacity through a distributed and instructional leadership model.</td>
<td>Refine the Distributed and Instructional leadership model.</td>
<td>Staff Meetings Leadership Meetings</td>
<td></td>
<td>Teacher mind shift from viewing distributed leadership as a discrete organisational strategy to a broader view which reflects a diverse range of initiative and practices of collaboration and shared understandings for school improvement. Coaching and mentoring by leaders and aspirant leaders is evident. Leaders engage and assist with the mid cycle review. Leaders and aspirant leaders articulate smart goals and strategies in PDP. Evidence of a distributed leadership and Instructional leadership model. Documented evidence (minutes, agendas and professional readings). Increased awareness of high potential learners; identification and differentiating to cater for their needs through delivery HPL team professional learning.</td>
</tr>
</tbody>
</table>
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions: 6 month progress against success criteria and /or targets</td>
</tr>
<tr>
<td>Status</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions: 6 month progress against success criteria and /or targets</td>
</tr>
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<td>Status</td>
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<table>
<thead>
<tr>
<th>WELLBEING</th>
</tr>
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<tr>
<td>Actions: 6 month progress against success criteria and /or targets</td>
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<td>Status</td>
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<td>---------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PRODUCTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions: 6 month progress against success criteria and /or targets</td>
</tr>
<tr>
<td>Status</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
</table>