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></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>Community engagement in learning</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>
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</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.

When teachers work collaboratively, student outcomes become the responsibility of all.

When students are curious, they develop the skills to learn.

When teachers have a deep understanding of the content and skills described in each standard of the curriculum, they are better able to plan for, teach and assess all of the students in their care.

The rationale for the key initiative came from recommendations made at our peer review. The key recommendation for this was the need to consolidate efforts and the learnings of the past four years to embed soundly based pedagogy and practice. It was also recommended to strengthen this by continuing to develop a deep, shared understanding of the AusVELS curriculum continuum.

Evidence from the review that support the rationale include:

- **Through the review process, examination of teacher judgements over time showed that between 2012 and 2014, 85% of groups (Year 2-6 across Reading, Writing, Numeracy) showed an increase in the proportion of students being graded at A or B against 2010 benchmarks. Given the discrepancy between these results and NAPLAN, the accuracy of teacher judgements against the standards was raised.**

- **There was a decline in outcomes at Year 5 NAPLAN across all domains, with Numeracy and Reading falling below the state in 2014. Data which compares the relative growth of students at MPPS with growth across the state on NAPLAN tests shows that in Reading, Writing and Numeracy, the proportion of students making high growth over the two years between Year 3 and Year 5 is well below what could reasonably be expected.**

### 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><strong>Building Practice Excellence</strong></td>
<td>• Implement consistent and effective whole school instructional models</td>
</tr>
<tr>
<td></td>
<td>• Implement “Curiosity and Powerful Learning”.</td>
</tr>
<tr>
<td><strong>Curriculum Planning and Assessment</strong></td>
<td>• Develop high levels of data literacy across the school to inform explicit teaching. Ensure consistency across the school through rigorous accountability for individuals and teams.</td>
</tr>
<tr>
<td></td>
<td>• Build a deep understanding of the breadth and depth of AusVELS in core areas of T &amp; L.</td>
</tr>
</tbody>
</table>
Annual Implementation Plan: for Improving Student Outcomes

**ACHIEVEMENT**

**Goals**

**EXCELLENCE IN TEACHING AND LEARNING**

**Building Practice Excellence:**

1. To build a culture of curiosity and powerful learning through applying theories of action that will increase teacher capacity to enhance student achievement, broaden their skills and confidence and reduce variability across classrooms.
2. To build a culture of continuous professional learning using a model of: Theory – Demonstrations – Practice – Feedback – Coaching

**Curriculum Planning and Assessment:**

1. For more students to excel in Reading, Writing and Numeracy through increased teacher capacity.
2. Students to demonstrate increased growth across their primary school years in Reading, Writing and Numeracy.

For more students to excel in Science thorough increased teacher capacity.

**Implementation**

**Targets**

Increase the number of students who achieve high growth from year 3 to year 5 in Reading to 25% and Numeracy to 20%, targeting those students who start in Band 5-6 in Year 3.

To increase the number of Boys performing at Band 5-6 in Year 3 to 25% and Band 7-8 in Year 5 to 25% in reading and writing.

To increase the number of girls performing at or above Band 7 in Numeracy in Year 5 to 25%.

To improve Speaking and Listening outcomes so that a greater range of differentiated results are accurately reported through teacher judgements, with 30% or more of all students performing above expected outcomes.

To improve results in Science with 30% or more of students achieving above expected results in years 4 – 6.

To increase the number of students achieving above the expected level in Years 3 – 6 in Thinking Processes to 40%.

**12 month targets**

**Growth Targets:** Students who start in Band 5-6 in Year 3 and achieve high growth in Year 5.

<table>
<thead>
<tr>
<th>Area</th>
<th>2015 Result</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Outcome Targets:** Boys – Reading and Writing; Girls – Numeracy

<table>
<thead>
<tr>
<th>Area</th>
<th>2015 Result</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading - Boys</td>
<td>Yr 3 Band 5&amp;6 – 15%</td>
<td>20%</td>
</tr>
<tr>
<td>Writing – Boys</td>
<td>Yr 3 Band 5&amp;6 – 17%</td>
<td>20%</td>
</tr>
<tr>
<td>Numeracy - Girls</td>
<td>Yr 5 Band 7 &amp; 8 – 3%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Outcome Targets – Speaking & Listening, Science and Thinking Processes**

<table>
<thead>
<tr>
<th>Area</th>
<th>2015 Result</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;L</td>
<td>At expected – 67%</td>
<td>Above Expected – 17%</td>
</tr>
<tr>
<td>Science</td>
<td>At expected – 65%</td>
<td>Above Expected – 16%</td>
</tr>
<tr>
<td>Thinking Processes</td>
<td>At expected – 55%</td>
<td>Above Expected – 30%</td>
</tr>
</tbody>
</table>

**KIS**

**Implementation**

**Consistent and Effective Whole School instructional models.**
- Instructional Models
  - Review and evaluate effectiveness of current reading and writing workshop models
  - Refine and document reading and writing workshop models
  - Embed into practice
  - Consolidate peer observation practices and embed into PDP processes
  - Implement Leadership Walkthroughs
- PLT will review current reading, writing (including spelling) practices with the goal to develop non-negotiables and a cohesive approach for the teaching of Literacy Prep-6.
- Documentation of instructional models for teaching reading and writing.
- Curriculum Day 2 2016 – VCOP. Professional development provided on the VCOP.
- Peer observations will be held once a term to observe and provide feedback on Literacy practice.
- Timetabled Leadership walkthroughs as part of the feedback and reflection process with the focus on Literacy. ($7000 – CRTS for SLT to participate in Walkthroughs)

**Curiosity and Powerful Learning.**
- Develop high expectations
- Develop whole school teaching and learning protocols
- Set challenging learning tasks
- Frame higher order questions

- **Curriculum Day 1 2016** – introduce whole school action “High expectations and teaching and learner protocols” ($1000 venue and catering; $400 annual fee)
- Leadership team to demonstrate use of theories for team members
- All staff to implement theories of action (practice)
- Leadership walk throughs to provide feedback
- Coaching for staff by leadership team members to improve practice
- Repeat above cycle from day one term 3 in relation to “Challenging Learning tasks and Framing higher order tasks”

**Actions:**
- Implement Leadership Walkthroughs
- PLT – led by Christine and Monica
- All staff

**WHO**

- School Improvement Team and staff
- School Improvement Team – Sue G, Jo B, Nick, Kendra, Alison, Jayne

**WHEN**

- Term 1 and 2
- Term 1 - 4
- Term 3 & 4

**SUCCESS CRITERIA:**

- Documented Instructional Model for reading and writing implemented across the school
- All staff involved in peer observations and leadership walk throughs as timetabled at least once per term and documented in PDPs
- All staff will have attended relevant PD and be embedding the Theories of Action into practice
- Evidence of high expectations in all learning environments
- Teaching and learner protocols visible in classrooms and evident in student conversation around learning
Develop high levels of data literacy across the school to inform explicit teaching. Ensure consistency across the school through rigorous accountability for individuals and teams.

**Data Literacy**
- Review continued relevance and use of SPA and Accelarers, in line with possible new DET initiatives
- Leadership team to develop a school data analysis framework for use in PLC, such as that of Dufour and Dufour, or Data Wise Improvement Process.
- Trial data analysis framework into weekly PLC planning meetings
- Collect data on the use and relevance of SPA and Accelarers Light ($1245 Accelarers, $550 – SPA)
- Research a range of assessment and reporting programs and compare to establish which are the most appropriate to meet school needs
- Leadership team to research data analysis frameworks and determine most relevant for school needs
- Leadership team to be coached to develop skills in applying data analysis frameworks
- Framework to be introduced into weekly PLCs

**Assessment and Reporting Coordinators**
- Nick and Cameron
- Leadership team- Alison to lead
- Term 1
- PLC minutes reflect discussion around data
- Consistent use of relevant software for recording data used across the school

Build a deep understanding of the breadth and depth of AusVELS in core areas of T & L.

**AusVELS**
- Establish PLTs with a stronger focus on curriculum content – English, Maths and Science
- PLTs to review Victorian Curriculum and become experts in their Domain.
- PLT members to lead curriculum planning for their Domain in their teaching PLCs.
- PLT to deliver PL to all staff on relevant Domain curriculum.
- Continue with Literacy Intervention program across whole school to support students at risk, as well as teachers to better understand the English curriculum and how to differentiate ($152000 – Salaries for expert staff)
- PLT Leader/ members
- All year
- PLTs with agreed protocols established in the key areas of English, Maths and Science
### ENGAGEMENT

**Goals**

**Empowering students and building school pride:**
To increase the opportunity for student voice in developing teaching and learning programs.

**Intellectual engagement and self-awareness:**
To engage students in their learning through intellectual stimulation and challenging learning opportunities.

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**POSITIVE CLIMATE FOR LEARNING**

**Targets**

<table>
<thead>
<tr>
<th>Attitudes to School Data:</th>
<th>To increase mean factor score in the following variables in the Attitudes to School Survey:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Engagement (3.41 – 4.50)</td>
</tr>
<tr>
<td></td>
<td>School Connectedness (3.80 – 4.50)</td>
</tr>
<tr>
<td></td>
<td>Teacher Effectiveness (3.92 – 4.50)</td>
</tr>
<tr>
<td></td>
<td>Teacher Empathy (3.85 – 4.5)</td>
</tr>
</tbody>
</table>

**Parent Opinion Survey:**
To increase mean factor score in the following variables in the Parent Opinion Survey to be at or above the School Type mean:
- Collective Responsibility (77.1% - 90%)
- Teacher Collaboration (57.5% - 90%)
- Collective Focus on Student Learning (79.7% - 90%)
- Guaranteed and Viable Curriculum (64.1% - 90%)

**Staff Opinion Survey:**
Increase percentage endorsement by teachers in the following variables in the Staff Opinion Survey:
- Collective Responsibility
- Teacher Collaboration
- Collective Focus on Student Learning

**12 month targets**

**Attitudes to School Data:**
Achieve a score of 3.95 in all identified areas.

**Parent Opinion Survey:**
- Achieve equivalent mean to School Type in Student Motivation (2015: MPPS 5.34 – School Type 5.77)
- Achieve score within 0.5 of School Type mean in Learning Focus and Stimulating Learning (2015: MPPS 4.94 – School Type 5.79) (2015: MPPS 5.21 – School Type 5.94)

**Staff Opinion Survey:**
- Collective Responsibility and Guaranteed and Viable Curriculum to above 80%
- Teacher Collaboration to above 65%
- Collective Focus on Student Learning to above 82%

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**KIS**

<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>
</table>
| Build a 'growth mindset' across the school and community and develop metacognitive skills in students to encourage ambition and excellence and greater responsibility for their own learning. | • Introduce concept and build into Montenate Park Learner profile (1st Theory of Action)  
• School "champion" to lead the development and embedding of the Learner Profile  
• Kids' Connect program in term 1 to be re-worked to address 1 growth mindset attribute each week. | School Improvement Team  
• Curriculum Day - term 1  
• Offer opportunity to all staff to take the lead role in implementing this initiative.  
• Wellbeing PLT established.  
• Wellbeing PLT to review Kids Connect program and link to growth mindset attributes.  
• Investigate "Play is the Way" ($1000 – Professional Learning) | Term 1  
• Term 1 | • Students, teachers and parents are engaged in a growth mindset culture in which students can articulate their own learning  
• Growth Mindset ideas built into Learner Profile  
• Staff member leading the implementation  
• Updated Kids Connect Program includes growth mindset and metacognitive activities |

| Develop a "Student Voice" representative group with a clear vision and mission and clearly defined roles and responsibilities. | • Establish a 'Student Voice Council', with roles and responsibilities, meeting schedules and feedback processes.  
• Assembly roster with student committees scheduled on a rotating basis. | SVC coordinator – Alice and Kendra  
• SVC coordinator presents roles, responsibilities and expectations to the school community (2nd assembly)  
• SVC elections Years 3-5  
• SVC Leader elections Year 6  
• Regular meetings of JVC and reporting back to school community | Term 1 | • Active SVC throughout the school  
• Representatives from years 3-6 with a set of protocols established  
• Student Voice Council forum for students to have input into school programs |

| Develop a culture of collaboration, high expectation and collective responsibility. | • Building trust – introduce "Staff Concern Form" as a tool for healthy, solution focused discussion.  
• Ongoing team building activities.  
• Team Building:  
  o Forming – ensure staff teams are working on relevant areas (i.e. consider establishing Strategic Improvement Teams)  
  o Norming - build team protocols  
  o Storming – creating environment for productive disagreement and authentic conversations. Workshop with staff around effective | Leadership team  
• Introduce team building activities at all whole school staff professional learning sessions.  
• Establish PLT/PLC teams to work in the following areas:  
  o English/Maths PLTs  
  o Wellbeing/Elearning/Science PLTs  
  o Level 1-4 PLTs  
  o Leadership team  
• Develop team protocols for all teams operating in the school.  
• Create a meeting schedule that ensure regular and effective meetings. | All year | • Effective PLC and PLT teams operating across the school to promote and foster the core purpose of MPPS  
• Implementation of Learner and Teaching protocols and High Expectations framework from “Curiosity and Powerful Learning” – common understanding across the whole school  
• SMART goals in staff PDPs around learning and teaching that reflect collective responsibility.  
• Evidence of high expectations in student work and outcomes  
• Operation of a Safe and Orderly Environment |

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**Annual Implementation Plan: for Improving Student Outcomes**

- **Goals:**
  - Build a 'growth mindset' across the school and community and develop metacognitive skills in students to encourage ambition and excellence and greater responsibility for their own learning.
  - Develop a 'Student Voice' representative group with a clear vision and mission and clearly defined roles and responsibilities.
  - Develop a culture of collaboration, high expectation and collective responsibility.

- **Targets:**
  - Increase mean factor score in the following variables in the Attitudes to School Survey:
    - School Engagement: 3.41 to 4.50
    - School Connectedness: 3.80 to 4.50
    - Teacher Effectiveness: 3.92 to 4.50
    - Teacher Empathy: 3.85 to 4.50
  - Increase percentage endorsement by teachers in the following variables in the Parent Opinion Survey:
    - Collective Responsibility: 77.1% to 90%
    - Teacher Collaboration: 57.5% to 90%
    - Collective Focus on Student Learning: 79.7% to 90%
    - Guaranteed and Viable Curriculum: 64.1% to 90%

- **12 month targets:**
  - Achieve a score of 3.95 in all identified areas.
  - Achieve equivalent mean to School Type in Student Motivation: 5.34 to 5.77
  - Achieve score within 0.5 of School Type mean in Learning Focus and Stimulating Learning: 4.94 to 5.79

- **KIS Actions:**
  - Introduce concept and build into Montenate Park Learner profile.
  - Establish a 'Student Voice Council' with roles and responsibilities.
  - Build trust – introduce "Staff Concern Form" as a tool for healthy, solution focused discussion.

- **How the school will do it:**
  - Curriculum Day - term 1.
  - Offer opportunity to all staff to take the lead role in implementing initiatives.
  - Wellbeing PLT established.
  - Introduce PLT/PLC teams to work in various areas.

- **Who has responsibility:**
  - School Improvement Team.
  - SVC coordinator.
  - Leadership team.

- **When timeframe for completion:**
  - Term 1.
  - Term 1.
  - All year.

- **Success criteria:**
  - Students, teachers, and parents are engaged in a growth mindset culture.
  - Growth Mindset ideas are built into the Learner Profile.
  - Active Student Voice Council throughout the school.
  - Effective PLC and PLT teams operating across the school.
<table>
<thead>
<tr>
<th>Communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>o Performing – PLC Model</strong></td>
</tr>
<tr>
<td>Communication – establish protocols for communication across the school between all stakeholders.</td>
</tr>
<tr>
<td><strong>Continue work on understanding Emotional Intelligence and use this to enhance effective communication.</strong></td>
</tr>
<tr>
<td><strong>Parent Information Nights to focus on pedagogy and curriculum</strong></td>
</tr>
<tr>
<td><strong>Open parent sessions before/after school to share classroom programs and practices.</strong></td>
</tr>
<tr>
<td><strong>Termly parent forums with principal and staff.</strong></td>
</tr>
</tbody>
</table>
## WELLBEING

### Goals

**POSITIVE CLIMATE FOR LEARNING:** Setting expectations and promoting inclusion:
- To provide a Safe and Orderly environment for learning to occur.
- To address the health and wellbeing needs of our students through social and emotional learning approaches and behaviour education.

### Targets

**Attitudes to School Data:**
- To increase mean factor score in the following variables in the Attitudes to School Survey:
  - Classroom Behaviour (2.57 – 4.00)
  - School Connectedness (3.59 – 4.5)

**Parent Opinion Survey:**
- To increase mean factor score in the following variables in the Parent Opinion Survey to be at or above the School Type mean:
  - Classroom Behaviour (2015: MPPS 4.11 – School Type 4.38)
  - Behaviour Management (2015: MPPS 5.00 – School Type 5.59)

### 12 month targets

**Attitudes to School Data:**
- Classroom Behaviour – above 3.3
- School Connectedness – above 4.0

**Parent Opinion Survey:**
- Classroom Behaviour – reach School Type Mean
- Behaviour Management – reach School Type Mean

### KIS

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<tbody>
<tr>
<td>Implement a Social and Emotional curriculum.</td>
<td>Establish a Wellbeing PLT and leader. Create an Action Plan. Research SEL curriculum options and make recommendations to the Leadership team with a documented implementation plan. Create a meeting schedule that ensure regular and effective meetings.</td>
<td>Alison and Wellbeing PLT</td>
<td>Term 2-4</td>
<td>Social and Emotional Learning Curriculum introduced across the school Effective wellbeing PLT operating</td>
</tr>
<tr>
<td>Develop a behaviour education program.</td>
<td>Review current behaviour programs – Bounce Back, Values, Restorative Practices, Bully Prevention Investigate alternative programs – “Play is the Way”</td>
<td>As above</td>
<td>Alison and Wellbeing PLT</td>
<td>Term 2-4</td>
</tr>
<tr>
<td>Develop positive behaviour expectations and understanding amongst the whole school community.</td>
<td>Review current behaviour policies, including Code of Conduct, Bully Prevention, etc Update where necessary. Communicate with whole school community. Consistently implement across the school.</td>
<td>As above</td>
<td>Alison and Wellbeing PLT</td>
<td>Term 2-4</td>
</tr>
</tbody>
</table>
# Annual Implementation Plan: for Improving Student Outcomes

## PRODUCTIVITY

### Goals

**PROFESSIONAL LEADERSHIP:**
- Building Leadership Teams: To develop effective leadership practices across the school, including protocols and processes for effective professional interaction.
- Strategic Resource Management: To align school programs and resources to whole school priorities.

**COMMUNITY ENGAGEMENT IN LEARNING:**
- Parents and Carers as Partners: To engage parents and carers as supporters of their children’s learning development. To build respectful and trusting relationships between home and school.

### Targets

**Staff Opinion Survey Data:**
- Increase percentage endorsement by teachers in the following variables in the Staff Opinion Survey:
  - Collective Efficacy (77.1% - 90%)
  - Flexibility (33.3% - 70%)
  - Cultural Leadership (60% - 85%)

**Parent Opinion Survey:**
- To increase mean factor score in the following variables in the Parent Opinion Survey to be at or above the School Type mean:
  - School Improvement (2015: MPPS 5.06 – School Type 5.73)
  - Parent Input (2015: MPPS 5.15 – School Type 5.49)

### 12 month targets

**Staff Opinion Survey:**
- Collectives Efficacy – above 82%
- Flexibility – above 45%
- Cultural Leadership – 70%

**Parent Opinion Survey:**
- School Improvement (2015: MPPS 5.06 – School Type 5.73)
- Parent Input (2015: MPPS 5.15 – School Type 5.49)

## KIS

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<tbody>
<tr>
<td>Implement the eLearning Plan across the school.</td>
<td>Implement the eLearning Plan across the school.</td>
<td>eLearning PLT Leader - Matt</td>
<td>T1</td>
<td>Integration of ICT into all areas of the curriculum with relevant resourcing to support, as evidenced in work programs and planning documents</td>
</tr>
<tr>
<td>Embed coaching and feedback across the whole school</td>
<td>Establish effective leadership capabilities</td>
<td>Professional learning around coaching for the leadership team</td>
<td>Principal - Kendra</td>
<td>All PLTs including the leadership team operate in a transparent and inclusive environment</td>
</tr>
<tr>
<td>Strengthen partnerships with parents and the broader community</td>
<td>Strengthen partnerships with parents and the broader community</td>
<td>Parent Information session with Wayne Craig booked for T1 (Curiosity and Powerful Learning)</td>
<td>Principal - Kendra</td>
<td>Effective partnerships are evident between home and school through parental involvement and communication of school programs and priorities</td>
</tr>
<tr>
<td><strong>Productivity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KIS**

**implementation:**

- Establish an ICT Professional Learning Team
- PO for staff to ensure effective use of tools across the school
- Investigate ICT devices to enhance learning in all areas. Investigate the options for students using personal devices and make recommendations.
- Increase the use of Multimedia tools to enhance the curriculum through appropriate professional development for staff around the use of these devices.
- Extend the “Telkpers” program to include students as peer coaches and have student experts in more areas.
- Include ICT professional learning sessions in the school meeting calendar. (ICT Budget 2016 - $23,000)

- Professional learning around coaching for the leadership team
- Ensure feedback is used to inform decision making
- Building trust – introduce “Staff Concern Form” as a tool for healthy, solution focused discussion.
- Establish protocols for all school meetings

- Implementation of the Growth Coaching Model – professional learning within SLT (School Leadership Team)
- Staff Concern Form – process for raising issues included in the Staff Handbook
- All meetings in term 1 to establish protocols for effective operation and shared purpose

- Parent Information session with Wayne Craig booked for T1 (Curiosity and Powerful Learning)
- Parent Forums to be conducted following Information Nights in Term 1 – share information re Education State and new Strategic Plan
- Drive to recruit more parents to PFA and School Council
- Review use of TizBi, Email, FB, Website and Edmodo across the school ($300 – TizBi)

### WHERE

**WHEN**

- T1
- T2
- By end of T4
- T1-2
- Beginning each term

- T1
- T1
- T1 & 2

### KEY SUCCESS INDICATORS

- Measures of progress

- Integration of ICT into all areas of the curriculum with relevant resourcing to support, as evidenced in work programs and planning documents

- All PLTs including the leadership team operate in a transparent and inclusive environment

- Effective partnerships are evident between home and school through parental involvement and communication of school programs and priorities
# Monitoring of Annual Implementation Plan: for Improving Student Outcomes

## ACHIEVEMENT

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
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<tbody>
<tr>
<td></td>
<td>Status</td>
<td>Evidence</td>
<td>Status</td>
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<tr>
<td>Implement consistent and effective whole school instructional models.</td>
<td>• Review documentation such as meeting minutes, surveys, notes of observations</td>
<td>• Documented Instructional Model for reading and writing implemented across the school</td>
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<tr>
<td>Implement “Curiosity and Powerful Learning”.</td>
<td>• Curriculum day conducted and attended by all teaching staff ($1000)</td>
<td>• All staff will have attended relevant PD and be embedding the Theories of Action into practice</td>
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<td>Develop high levels of data literacy across the school to inform explicit teaching. Ensure consistency across the school through rigorous accountability for individuals and teams.</td>
<td>• All data uploaded to SPA ($350 SPA)</td>
<td>• PLC minutes reflect discussion around data</td>
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<td>Build a deep understanding of the breadth and depth of AusVELS in core areas of T &amp; L.</td>
<td>• Establishment of PLTs</td>
<td>• PLTs with agreed protocols operating in the key areas of English, Maths and Science</td>
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## ENGAGEMENT

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<tr>
<td>Build a ‘growth mindset’ across the school and community and develop metacognitive skills in students to encourage ambition and excellence and greater responsibility for their own learning.</td>
<td>• Growth Mindset charts on display</td>
<td>• Power standards identified for key areas of Number, Reading and Writing</td>
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<td>Develop a “Student Voice” representative group with a clear vision and mission and clearly defined roles and responsibilities.</td>
<td>• Teacher appointed to lead introduction of SVC</td>
<td>• SVC active throughout the school – minutes and actions</td>
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### WELLBEING

<table>
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<tr>
<th>Actions: Implement a Social and Emotional curriculum.</th>
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- Wellbeing PLT established with vertical membership
- Protocols for PLT documented
- Minutes demonstrate research and discussion into SEL curriculum
- SEL Curriculum introduced across the schools
- Effective PLT operating

### PRODUCTIVITY

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<tr>
<th>Actions: Embed coaching and feedback across the whole school Establish effective leadership capabilities</th>
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- PD for leadership team around GROWTH coaching model conducted by Kendra
- Staff use of “Staff Concern Form” to raise issues
- Team protocols established for all teams/working parties
- All PLTs including the School Leadership Team operating in a transparent and inclusive environment – evidenced through minutes, survey results, etc
- Evidence of coaching in staff PDP plans