2016 Annual Implementation Plan: for Improving Student Outcomes

2608

Ascot Vale PS
2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed........ *(signature)* Name Sue Osborne MICHAEL DOWNING (ACTING PRINCIPAL) Date... 22 / 3 / 2016
Endorsement by School Council	Signed........ *(signature)* Name... MARTIN GRUBB AVPS SCHOOL COUNCIL PRESIDENT Date... 22.3.2016.
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

Priority	Initiatives
	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.

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

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	✓

Initiatives Rationale:
Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.
The **High Reliability Schools** approach has been selected as an initiative as it fits in well with the Ascot Vale PS School Strategic Plan (2015-2018) goals, targets and strategies, providing the school with a an instructional practice model for improving teaching practices in order to raise student achievement outcomes. It provides teachers with clear guidelines for improving their capacity through: • identifying what constitutes effective teaching and learning practice   • receiving regular feedback on their teaching   • accessing support to improve their practice   A program of **Improving Teacher Capacity** through peer observations and instructional rounds, flowing from the High Reliability Schools framework, will enhance teachers' pedagogical skills and help develop a culture of collaboration. This initiative has been selected in response to feedback from the AVPS year of review suggesting the need to achieve more consistent approaches in pedagogy or teaching practice. Student achievement growth data analysis (NAPLAN and teacher judgment) suggests that writing and number are the areas in most need of improvement across the school and therefore will continue to be the focus of improving teacher capacity in 2016, via instructional rounds and the staff Performance and Development Program.   School Staff Survey data analysis reveals AVPS is operating below state and region means in most areas. Staff analysis of this data has identified collaboration, collective efficacy, guaranteed and viable curriculum and trust in colleagues as foci for the 2016 year. The two initiatives outlined above address each of these areas.   The **Implementation of the Victorian Curriculum and the Education State Initiatives** fits in well with the AVPS School Strategic Plan in terms of our efforts to develop school wide, agreed upon approaches to improve curriculum planning, documentation and implementation. This initiative has also been selected to address: • School Staff Survey data suggesting improvements needed to be made in regards to developing a Guaranteed and Viable Curriculum.   • Feedback received during the 2014 year in review regarding the need to develop more consistent approaches to planning and documenting the teaching and learning across the school, taking into account our unique multi-age structure.   • Overwhelming feedback (from staff, parents and students) from the 2014 year in review suggesting the need to lift the profile of Science across the school. The Education State Initiative recommends 3 hours of science is taught each week.

Key Improvement Strategies (KIS)
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
High Reliability Schools Following participation in the South West Victorian Region (SWVR) Principal conference and forums, the school will adopt the High Reliability Schools approach developed by Robert Marzano, Phil Warrick and Julia Simms	Increase the coherence of English (including EAL) and Mathematics teaching and learning models and embed them consistently across the school. Build teacher capacity by continuing to enhance the role of the 'like year' level PLTs in using assessment data to drive student learning and in implementing teaching and learning models.
Improving Teacher Capacity Through peer observations and instructional rounds	Increase the coherence of English (including EAL) and Mathematics teaching and learning models and embed them consistently across the school. Develop strong instructional leadership that provides support and guidance for implementation of teaching and learning frameworks. Develop a collective understanding & approach to: 1) inquiry learning across all year levels in a multi-age setting. 2) Professional Learning 3) Planning Documentation 4)Giving & receiving feedback Build teacher capacity by continuing to enhance the role of the PLTs in using assessment data to drive student learning and in implementing teaching and learning models.
Implementation of the Victorian Curriculum and Education State Initiatives	Develop a collective understanding & approach to: 1) inquiry learning across all year levels in a multi-age setting. 2) Professional Learning 3) Planning Documentation 4)Giving & receiving feedback School wide, agreed upon **processes** will be developed, implemented and reviewed to help meet the goals, targets and key improvement strategies contained in the SSP / AIP.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals		Targets	
Staff will work collaboratively to ensure high expectations in learning achievements for all students are established and reached. To develop learners who are inquiring, self-directed, problem solvers.		**Targets**	To achieve an average cohort growth of 1.00-1.25 **AusVELS** levels by the end of each school year in **number and writing**.
			EAL students to have achieved 12 months growth on the EAL Continuum every year
			To increase the percentages of A and B grades in AusVELS teacher judgments across the school in **number & algebra** from 41.5% in 2014 to 47% in 2017 and **in writing** from 39.5% in 2014 to 45% in 2017.
			To achieve an average relative gain of 2-2.5 **NAPLAN** levels for year 5 students in **Writing and Number**.
			To improve the percentages of students making high relative growth in NAPLAN measures in **writing** and **number** to at or above 25% each year of the SSP.
			By term 4 2018, the School Staff Survey will increase the overall mean score in **Guaranteed and Viable Curriculum** from 384 (in 2014) to equal or exceed the 67th percentile (which, in 2014 was 576). By term 4 2018, the School Staff Survey will increase the overall mean score in **Collective Responsibility** from 416 to equal or exceed the 67% (which, in 2014 was 569).
		12 month targets	By the end of the 2016 school year:
			Achieve an average cohort growth of 1.00-1.25 **AusVELS** in **number and writing**.
			EAL students to have achieved 12 months growth on the EAL Continuum.
			To increase the percentages of A and B grades in AusVELS teacher judgments across the school in **number & algebra** from 38.04% in 2015 to 45% and **in writing** from 42.02 in 2015 to 43.5%
			To achieve an average relative gain of 2.0 NAPLAN bands or above in **NAPLAN** levels for year 5 students in **Writing and Number**.
			To improve the percentages of students making high relative growth in NAPLAN measures in **writing** and **number** to at or above 25%.
			The School Staff Survey will increase the overall mean score in **Guaranteed and Viable Curriculum** from 68.53 (in 2015) to equal or exceed the 25th percentile (which, in 2015 was 77.04). The School Staff Survey will increase the overall mean score in **Collective Responsibility** from 77.83 in 2015 to equal or exceed the 25th percentile (which, in 2015 was 83.5).

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
Increase the coherence of English (including EAL) and Mathematics teaching and learning models and embed them consistently across the school.	• Assign roles / develop Literacy / Numeracy teams and schedule regular meetings • Develop and implement an agreed upon, researched and evidence based best teaching and learning practice in L&N that outlines the essential elements for each and emphasis on catering for EAL students. • Implement and review 2016 assessment schedule and develop the 2017 schedule. • Literacy & Numeracy PLTs use an action plan model to address goals targets and key improvement strategies contained in the SSP. • Conduct the Early Years (EY) Numeracy Interview for all Year 1 students. • Implement the Victorian Curriculum and Education State reforms in 2016 • Implement High Reliability Schools Framework – level 1 & 2 Safe and Collaborative Culture and Effective Teaching in Every Classroom	• Consultative process to develop roles / responsibilities and teams. Literacy and Numeracy PLTS will continue to be featured in the meeting schedule. • The documented approach to literacy and numeracy will serve to guide our teaching practice and professional learning / classroom visits. • Literacy / Numeracy leaders and teams (as well as PLTs) will oversee the implementation of the 2016 assessment schedule and development of the 2017 schedule. • Action plans will guide the work of the literacy and numeracy teams. • P/1 Team to co-ordinate the implementation of the EY Numeracy Interview • Staff will be surveyed to measure proficiencies in each of the literacy and numeracy areas, thus identifying the key areas to focus on in coaching and classroom visits.	Consultative Committee / PCO Team Literacy / Numeracy Teams P/1 Team All teaching staff to be surveyed	T 1 All Year T1 – Action Plan developed T4 – Action Plan reviewed All Year – Assessment Schedule T 4- 2017 Assessment Schedule Developed T 1 staff surveyed T 1 Wednesday release	• Researched and evidence based best teaching practice has been drafted / collated, catering for EAL students. ▪ 2016 Assessment schedule implemented by all staff ▪ 2017 Assessment Schedule has been developed ▪ Literacy & Numeracy action plans implemented and reviewed.
Build teacher capacity by continuing to enhance the role of the 'like year' level PLTs in using assessment data to drive student learning and in implementing teaching and learning models.	▪ PLT's will have a strong focus on the agreed upon consistent approaches (e.g., High Reliability Schools, Du Four Questions) and data use. ▪ PLT members refine SMART goals that reflect SSP goals and targets more closely and work collaboratively towards achieving these goals. Shift the emphasis towards the AIP targets– ie, average growth of 1:00-1.25 in number and writing	• PLT Leaders to meet regularly to map out a plan for implementing the HRS handbook • Develop P&D timeline and approach • Like PLTs to establish a team goal closely aligned to the AIP targets requiring frequent data conversations to monitor growth over time in writing and number • Literacy and Numeracy team to arrange and oversee classroom observations of best practice across the school – directly linked to the Literacy /	PLT Leaders PCOs Like PLTs Literacy / Numeracy	Fortnightly Term 1 Term 1 All year	▪ Year level PLTs are becoming more self-directed in their collaborations as evidenced in action plans and meeting minutes. ▪ PLT team goals are directly aligned to the AIP and reflect growth in number or writing. ▪ Planning documents reflect the L&N essential elements have been implemented

	▪ Literacy and Numeracy team members share, model and promote the L&N essential elements in like year level PLTs	numeracy documents.	teams		
Develop strong instructional leadership that provides support and guidance for implementation of teaching and learning frameworks.	▪ Year Level, Literacy, Numeracy and Curriculum Team leaders to meet regularly with the PCOs to plan the work of the PLTs. ▪ Leadership PL or mentoring opportunities are provided to PLT leaders. ▪ AVPS coaching / mentoring and peer observation models are implemented and provide a strong improvement focus for teachers. ▪ Introduce Curriculum Working Party to PLT schedule – new ongoing team for 2016 ▪ High Reliability Schools framework – Leaders to be provided with a copy of the handbook. ▪ Level 1 long survey data from High Reliability Schools handbook to be presented.	• Regular meetings with the PCOs and PLT leaders . • Bastow / McRel type of leadership program attended by like PLT leaders. • Literacy / Numeracy PL attended by Lit/Num PLT leaders. • Curriculum PL attended by CWP leader. • Literacy Leader to provide Literacy coaching to at least 2 teachers. Coaching to be linked directly to the survey and lit document • Numeracy Leader to provide Numeracy mentoring to at least 2 teachers. Mentoring is linked closely to survey and numeracy document. • Curriculum Working Party continues to meet regularly at the same time as the SEW team – Change the name to reflect this (ie, no longer a short term working party). This team to oversee the development of curriculum, pedagogy and planning documentation other than English and Mathematics. • All PCOs and PLT leaders to have read the High Reliability Schools Handbook. • Implementation of HRS surveys for Level 1 Safe and Collaborative Culture Level 2 Effective teaching in Every Classroom and 3 Guaranteed and Viable Curriculum	PCOs / PLT leaders PLT Leaders Lit / Num Leaders Curriculum Leader Literacy Leader + 2 teachers Numeracy Leader + 2 teachers Curriculum team & leader Michael PCOs & PLT leaders PCos & teaching staff	All year T 1 / 2 When available When Available All year All year All year Term 1 Term 1 Term 2 / 3 / 4	▪ Minutes provide evidence that PLT leaders have met regularly participated in PL and facilitated coaching / mentoring and peer observation models of PL.
Develop a collective understanding & approach to: 1) inquiry learning across all year levels in a multi-age setting. 2) Professional Learning 3) Planning Documentation 4)Giving & receiving feedback	▪ 2016 integrated curriculum plan, PL policy and feedback processes are developed and implemented. ▪ Multi-age and Science teaching and learning monitored by the Curriculum Team ▪ PLT leaders refer to the SSS strategies to research best practice on giving & receiving feedback ▪ From 2015 - Review current planning documentation, including yearly, termly, weekly and classroom / specialist teacher planning documents. ▪ Planning documents are viewed and reviewed regularly in PLTs and are presented as evidence in the PDP process.	• Curriculum Team to oversee the development of the integrated plan as well as reviewing and developing planning documentation. • Curriculum Plans to be completed for all terms. • PCOs to oversee the development of the PL policy and feedback processes. • Feedback PL for giving and receiving purposeful feedback. • Review planning documents for all Victorian Curriculum subject areas including overall school yearly planner, subject semester planner. • Weekly Work Program template / non-negotiables to be developed in 2016 and agreed upon.	Curriculum leader and team PCOs Curriculum Team Curriculum Team	Starting term 1 through to term 4 T 1 & 2 T 1 From T1 From T 1	▪ Planning documents provide evidence that the 2016 integrated curriculum inquiry plan has been implemented. ▪ PLT leaders have implemented Improvement Strategies from the 2014 SSS - p32 'The school leadership teams promotes, supports and encourages professional learning opportunities for staff.' And .feedback ▪ Feedback models are evident in PDP processes. ▪ Staff align individual professional learning plans with the school Strategic Plan / AIP ▪ Planning documentation has been reviewed in the PDP process as well as in PLTs.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT				
Goals	**All Ascot Vale Primary School students will be highly connected to school, motivated and engaged in their learning.**	**Targets**	By Term 4 2018, the Student Attitudes to School Data, Teaching and Learning indicators will improve as follows: **Stimulating learning** from 3.63 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.16) **Teacher effectiveness** from 4.12 to equal or exceed the State factor mean score (which, in 2014 was 4.44) **Teacher empathy** from 4.17 to equal the State factor mean score (which, in 2014 was 4.45) By term 4 2018, the Parent Opinion Survey, **Stimulating Learning** result will increase from the third quartile in 2014 (6.04) to reach the fourth quartile. By term 4 2018, the Parent Opinion Survey, **Connectedness to Peers** result will increase from the second quartile in 2014 (5.91) to equal or exceed the third quartile. By term 4 2018, the Parent Opinion Survey, **Student Motivation** result will increase from the third quartile in 2014 (5.85) to reach the fourth quartile.	
		12 month targets	By the end of the 2016 school year: The Student Attitudes to School Data, Teaching and Learning indicators will improve/maintain as follows: - **Stimulating learning** to equal or exceed the State factor mean score (which, in 2015 was 4.14) - **Teacher effectiveness** to equal or exceed the State factor mean score (which, in 2015 was 4.41) - **Teacher empathy** to equal or exceed the State factor mean score (which, in 2015 was 4.43) The Parent Opinion Survey: - **Stimulating Learning** result will exceed the 2015 AVPS result of 5.65 - **Connectedness to Peers** result will exceed the 2015 AVPS result of 5.83 - **Student Motivation** result will exceed the 2015 AVPS result of 5.66	

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
Provide multi-age curriculum and learning structures that promote student involvement and engagement in their own learning.	- Continue implementation of ICT for learning including the iPad program - Continue to review and refine processes for monitoring and reducing absences. - Integrated Curriculum Scope and Sequence 2016 implemented, with a focus on Science & multiage teaching	• SEW team to oversee the ICT approach across the school, including the iPad program. • SEW team to monitor absence data and recommend / implement strategies for reducing absences. • Yearly Planner to provide the Science focus	SEW Team SEW Team Curriculum Team	All year All year Focus: T 1, 2, 3 & 4	- All year 4-6 students will have easy access to an electronic device to enhance their engagement in learning. - Student absence data reflects a reduction in absences. - Recommendations for 2017 timetabling / unit structure – best use of learning spaces - Multiage (unit and whole school) teaching and learning embedded into school & classroom planning
Promote student leadership and enhance the student voice across the school.	- Continuing to provide a broad range of student voice, extra-curricular and leadership options. - Appoint a 2016 SRC Leader (staff member). - Induct new SRC in 2016. - Implement improved practices as recommended in 2015.	• Regular SRC meetings • Attendance at the 2016 Primary Schools SRC Leadership Forum.	SRC Staff Leader	All year T2	- A student representative council has been established. A staff member has been appointed to lead this team. - Student SRC sub committees in place – linked to school priorities and goals (e.g. fundraising, education, student wellbeing & engagement) - Develop a 'new' student newsletter or student newsletter section in current school newsletter - Continue with approaches to enhancing boys engagement (year 5 and 6)
Continue to improve school-parent-community partnerships that support student learning	- Continue to improve school-parent partnerships that support student learning. - Implement recommendations made in 2015 regarding best practice communications between school, home and the community- in order to keep parents up to date and connected with the school (e.g. blogs, website, text messaging, notes home)	• Consultative Committee to oversee the implementation of the recommendations made in 2015 to improve community partnerships and communication. • Recruit and train volunteers to act as Numeracy mentors (similar to reading mentors in 2015).	Consult Team Numeracy Leader	All year T 1	- Consultative Team minutes to reflect workforce planning has been reviewed in relation to how the school can best address school – parent – community partnerships – See 2016 AIP - Consultative Team minutes reflect review of multi-dimensional learning spaces. - Communications with parents enhanced by more regular use of electronic communications (email & text messaging system). Other improved methods of communication have been investigated and budgeted for.
Enhance student pathways and transitions across all year levels.	- Enhance student pathways and transitions across all year levels.	• Collect feedback from key stakeholders regarding the K-P and whole school transition processes. • Make (and implement) recommendations as a result of receiving the feedback.	SEW team / Transition Co-ordinators	Term 1 & 4	Transition plan for 2016 implemented (Including K-P, Internal EOY & 6-7)

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	**To develop student resilience and behaviours consistent with the school values.**	**Targets**	By the end of term 1 2014, establish an agreed upon and succinct school values statement. By Term 4 2018, the Student Attitudes to School Survey, **Wellbeing & Student Relationships** indicators will increase as follows: - **Student Distress** from 5.92 in 2014 to exceed the State factor mean score (which, in 2014 was 5. 94) - **Student Morale** from 5.54 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 5.75) - **Connectedness to Peers** from 4.15 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.34)		
		12 month targets	By Term 4 2016, the Student Attitudes to School Survey, **Wellbeing & Student Relationships** indicators will maintain or increase as follows: - **Student Distress** to equal or exceed the 2016 State factor mean score (which in 2015 was 5.95) - **Student Morale** to equal or exceed the 2016 State factor mean score (which in 2015 was 5.73) - **Connectedness to Peers** to equal or exceed the 2016 State factor mean score (which in 2015 was 4.32)		

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
Undertake an action research project into developing a whole-school framework for social and emotional development: - Provide explicit teaching of social and emotional development. - Identify how existing programs will fit with the framework	- Integrate the new Personal and Social (Victorian Curriculum) capabilities into Integrated Curriculum Plan (2016) - Year 5/6 teachers to implement the 2015 Engagement Project recommendations into their teaching and learning. - Implement the AVPS Smart Travel Plan in 2016 – objectives 2-4	• Scope and sequence / integrated planning documentation to reflect the new Victorian Curriculum personal and Social learning capabilities • PDP and observations – measure improvement. • SEW team to oversee the implementation of the Smart Travel Plan as per 2015 recommendations.	Curriculum team & leader Sarah and Ellen SEW Team	All year All Year All year	- Social and emotional (i.e. wellbeing) scope and sequence developed Explicit teaching of social and emotional skills and strategies – see work programs and team planning docs - 5/6 recommendations: 1) Use of learning intentions / weekly schedules. 20 Open ended tasks. 30 Providing more structured feedback. - SMART TRAVEL PLAN OBJECTIVES MET: Objective 2: Increase the use of cycling by students to and from school Objective 3: Build a school culture that supports active travel by motivating, encouraging and educating students and their parents/ carers. Objective 3: Create a safe and healthy environment around the school during pick up and drop off times by reducing the number of cars used for this purpose and encouraging safe driver behaviour.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY				
Goals	Use multiple sources of evidence and feedback to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.	**Targets**	By term 4 2018, the School Staff Survey will increase the overall mean score in **Professional Learning - school level support** from 352 (in 2014) to equal or exceed the 67th percentile (which, in 2014 was 568). By Term 4 2018, the Student Attitudes to School Survey, Teaching and Learning indicators will improve as follows: - **School connectedness** from 4.1 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.39) - **Teacher effectiveness** from 4.12 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.44) By term 4 2018, the Parent Opinion Survey, **General Satisfaction** would have remained above state mean to match or exceed the AVPS 2014 school mean of 6.08.	
		12 month targets	By the end of the 2016 school year: The School Staff Survey will improve in Professional **Learning –** Overall score (mean) from 64.81 in 2015 to equal or exceed the 25th percentile of 76.47. The Student Attitudes to School Survey, Teaching and Learning indicators will maintain as follows: - **School connectedness** to equal or exceed the State factor mean score (which, in 2015 was 4.39) - **Teacher effectiveness** to equal or exceed the State factor mean score (which, in 2015 was 4.41) The Parent Opinion Survey, **General Satisfaction** to equal or exceed the 2014 AVPS school mean of 6.08	

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
*Physical resources will be allocated, managed and reviewed yearly via program budgeting processes to give priority to and help meet goals, targets and key improvement strategies contained in the SSP/AIP.	• Establish and implement program budget review process to help draft the 2017 program budgets. • Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity. PL budget supports coaching and peer observation across literacy, numeracy and science. • Consult team to implement the recommendations for use of the Learning Studio and management of school parent partnerships. • Develop and implement Buildings and Grounds master plan, identifying improvements and maintenance priorities and plans	• PCO and business manager prepare and implement a review document. • PL budget allows for teachers to be released to observe best practice in other classrooms or in other schools (if appropriate). • Consult team considers recommendations for the use of the Learning Studio and oversees the implementation of these recommendations. • Buildings and Grounds committee to enlist the support of parents to fine tune the master plan and apply for grant opportunities to help fund the projects	Principal and Business Manager Principal / Finance Committee Consult team Buildings and Grounds Sub Committee of School Council	Term 3 Term 4 All year Starting February meeting twice per term	• 2015 Program budgets are completed in term 1 and reviewed in term 3. • 2016 Program Budgets drafted in 2015 • Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity • Consult team to make recommendations for the use of the Learning Studio and management of school-parent partnerships
*Human resources will be managed to ensure staff or volunteers are allocated to appropriate roles and responsibilities to help meet goals, targets and key improvement strategies contained in the SSP/AIP.	• Design roles and responsibilities to reflect the SSP • Allocate staff to roles and responsibilities that best matches school, team and individual needs and departmental expectations according to classification. • Appoint literacy and numeracy leaders. • Appoint like year PLT Leaders and Curriculum & SEW Team Leaders. • Appoint a staff member to manage our volunteer workforce. • Appoint a leader and members to the Curriculum Team.	• PCOs and Consultative Committee to oversee the development of roles and responsibilities across the school that reflect classification levels – an extension of workforce planning. • Leader and members are appointed to the curriculum team. This team will meet at the same time as the SEW team.	PCOs / Consult team Curriculum leader and team members PCOs and Consult Committee	Feb 2016 Established term 1 - ongoing All year	• Roles and responsibilities are developed collaboratively and documented, reflecting goals, targets and key improvement strategies.
*School wide, agreed upon processes will be developed, implemented and reviewed to help meet the goals, targets and key improvement strategies contained in the SSP / AIP.	• PLT schedule gives priority to Literacy, Numeracy, Like PLT, Curriculum and SEW team • Consult team to meet outside of the two hour scheduled meeting times. • Transition practices reviewed • Assessment and reporting processes and timeline is reviewed and documented. • Action plans developed for the following curriculum based PLTs: literacy, numeracy, curriculum & SEW	• PLT scheduled is developed in consultation with PLT leaders • SEW team to oversee the review of school wide transition processes. • Literacy and Numeracy teams develop assessment schedules. Like PLTs implement the schedules and conduct regular data discussions about the results and implications for next steps in learning. • The Consultative Committee will now meet outside of the 2 hour meeting schedule. This team will focus specifically on clause 5 a,b & c of the	PCO's PLT Leaders SEW team Lit / num teams / Like PLTs Consultative Committee	Each term or semester T 1 & 4 Ongoing ongoing	• PLT schedule is developed. • Transition schedule is developed • A& R timeline / documentation • Curriculum working party becomes a permanent team and produces integrated inquiry plan • PDP processes document common goals and consistent approaches Action plans are developed for each PLT.

		2013 Victorian Government Schools Agreement- long term planning / workforce planning			

<mark>Monitoring of</mark> Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

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

ENGAGEMENT

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

WELLBEING

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

PRODUCTIVITY

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