

2016 Annual Implementation Plan: for Improving Student Outcomes

3988 Kingsville Primary School 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed..... Name: Kath Ginnane Date.....
Endorsement by School Council	Signed..... Name: Bruce Abernethy Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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

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

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

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

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

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

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

Summary page: the school's priorities and initiatives

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

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

Initiatives Rationale:
<p>During 2014 the 2015-2018 School Strategic Plan was developed and documents a focus on:</p> <ul style="list-style-type: none"> maximising the learning in Literacy and Numeracy for each student building student engagement in their personal learning enhancing and individualising support for every student to enable the development of their social and emotional well being monitoring the Strategic Plan and Annual Implementation Plan to ensure resources are deployed in a manner aligned to and in support of, strategic intent <p>The Key Improvement Strategies identified from the Strategic Plan are as follows to:</p> <ul style="list-style-type: none"> build the capacity of every teacher so that there is high quality consistent practice visible and able to be evidenced within every learning environment across the school ensure a guaranteed and viable curriculum build a whole school approach to the regular and effective monitoring of student growth ensure student voice in the learning maintain high quality transition processes across the school build a whole school approach to student wellbeing target school resources to ensure the goals of the school Strategic Plan are supported monitor and evaluate allocation of resources by review of school budgeting processes and audit reports across the 2015-2018 period <p>The analysis of the 2015 data is as follows:</p> <p>Student Achievement</p> <p>Our data indicates that we are -</p> <ul style="list-style-type: none"> making progress towards achievement of targets set for improvement in Literacy and Numeracy reducing the discrepancy between teacher judgement and other data sources including NAPLAN. <p>At the end of 2015 the percentage of students gaining a minimum of 1.0 or more progression points across all areas of literacy and numeracy ranged between 88-91% across P-6.</p> <p>Achieving higher levels of reliability in instructional practice, adherence to the agreed school 'non negotiables', building a positive climate for learning, ensuring targeted professional learning and engagement in peer observation will contribute to improving student learning outcomes during 2016.</p>

Student Engagement and Wellbeing

Results of the Attitudes to School Survey 2015 evidenced sound factor mean scores in all variables. The targeted areas for improvement in 2015 were all at or above state mean. The average number of student absences in 2015 was below state mean and an improvement from 2014 of 0.7. A focus for 2016 will be target in on more accountability for unexplained absences.

Based on the priorities of the current Strategic Plan and analysis of the 2015 school data sets, the school determined two **Key Improvement Strategies Initiatives** being:

- **Building Practice Excellence under the Priority of Excellence in Teaching and Learning**
and
- **Empowering students and building school pride under the priority of Positive Climate for Learning**

Building leadership teams and the capacity of team members, are expected to be powerful complimentary action platforms to address identified key needs of the school and the work undertaken is expected to result in a positive impact on student learning outcomes.

Key Improvement Strategies (KIS)

Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none">• build the capacity of every teacher so that high quality and consistent instructional practice is viable and sustainable across the school• ensure a guaranteed and viable curriculum is implemented across the school, supported by knowledge and required resourcing• build a whole school approach to the regular and effective monitoring of student learning growth
Empowering students and building school pride	<ul style="list-style-type: none">• ensure student voice in the learning• maintain high quality transition processes across the school• build a whole school approach to student wellbeing

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																	
Goals <i>Priority</i> Excellence in teaching and learning <i>Initiative</i> Building practice excellence	To maximise the learning in literacy and numeracy for each student	Targets By end 2018 <ul style="list-style-type: none"> teacher assessment against AusVELS will indicate a minimum of 1.0 progression point per year for every student in all areas of literacy and numeracy variation between teacher judgements against AusVELS and NAPLAN data to decrease to a 10% difference the percentage of students achieving high growth on NAPLAN “relative growth matched cohort reports” to be at or more than, 40% in each area of literacy and numeracy the percentage of students achieving low growth on NAPLAN “relative growth matched cohorts reports” to be at or less than 10% in each area of literacy and numeracy maintain the percentage of students in the top two bands between grade 3 and 5 matched cohort data 	teacher assessment against AusVELS will indicate a minimum of 1.0 progression point per year for every student in all areas of literacy and numeracy <ul style="list-style-type: none"> increase the percentage of students achieving in the top three bands in level 3 writing NAPLAN results to 85% increase the number of students working above expected level in Speaking and Listening(SPL), Measurement and Geometry (MGE) and Statistics and Probability(STP), across the school as shown by teacher judgement as indicated in the table. <table border="1"> <thead> <tr> <th></th> <th>SPL</th> <th>MGE</th> <th>STP</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>7%</td> <td>8%</td> <td>6%</td> </tr> <tr> <td>Level 2</td> <td>6%</td> <td>5%</td> <td>6%</td> </tr> <tr> <td>Level 3</td> <td>5%</td> <td>5%</td> <td>4%</td> </tr> <tr> <td>Level 4</td> <td>3%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>Level 5</td> <td>3%</td> <td>3%</td> <td>4%</td> </tr> <tr> <td>Level 6</td> <td>2%</td> <td>2%</td> <td>2%</td> </tr> </tbody> </table>				SPL	MGE	STP	Level 1	7%	8%	6%	Level 2	6%	5%	6%	Level 3	5%	5%	4%	Level 4	3%	4%	4%	Level 5	3%	3%	4%	Level 6	2%	2%	2%
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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																												
Build the capacity of every teacher so that high quality and consistent instructional practice is viable and sustainable across the school	<ul style="list-style-type: none"> continue to embed the 'Primary Years Programme' curriculum framework, as the KPS agreed teaching and learning framework ensure a coherent, horizontally and vertically articulated "POI" (Program of Inquiry) 	<ul style="list-style-type: none"> appointment of a 'PYP co-ordinator/coach' (without class teaching responsibilities) provision of a 'teaching and learning co-ordinator' (without class teaching responsibilities) 	Principal and School selection panel Principal	To begin 2016 End Term 1	<ul style="list-style-type: none"> both PYP and teaching and learning co-ordinator roles in place and documented expectations of work roles and accountabilities agreed to all units of work display reviews and reflections 																												
	<ul style="list-style-type: none"> consolidate and develop understandings of the PYP as the framework for curriculum provision 	<ul style="list-style-type: none"> provision of planning days, one per term participation in the Victorian PYP network of schools - meetings and conferences promoting access for staff to regional workshops targeted PD budgeted for 	PYP co-ordinator or Teaching and Learning co-ordinator	end term 4	<ul style="list-style-type: none"> staff to carry out Staff Survey module of "Professional Learning" in school staff survey and gain a result in the areas of both <ul style="list-style-type: none"> Applicability of professional learning Renewal of knowledge and skills to a minimum of the 50th percentile at least 10 staff applying for and attending regional workshops 																												
	<ul style="list-style-type: none"> establish processes to ensure thorough and rigorous auditing of transdisciplinary units of inquiry to ensure a guaranteed and viable provision of AusVELS 	<ul style="list-style-type: none"> mapping of the 'Program of Inquiry' against AusVELS and progressively during 2016 against the Victorian Curriculum (F-10) 	<ul style="list-style-type: none"> Teaching and Learning co-ordinator PYP co-ordinator Leadership team Level Leaders 	Ongoing addressed during team planning meetings	<ul style="list-style-type: none"> programme of inquiry with clear links to AusVels and 																												

<p>Ensure a guaranteed and viable curriculum is implemented , supported by knowledge and required resourcing</p>	<ul style="list-style-type: none"> • “drill down on” the specific “non negotiable” elements of the English and Maths teaching blocks (content and practice” 	<p>through</p> <ul style="list-style-type: none"> • induction processes • content of and setting the scene for 2016 – “Who we are” as a community of learners and associated expectations • regular referencing of expectations 	<p>Level leader Leadership</p>	<p>Ongoing completed by end Term 4</p>	<ul style="list-style-type: none"> • all staff completed self audits of the first 15 days of school program, and participated in peer audits • all teachers programs of work indicate knowledge of expected practice
	<p>explore and implement the strategy of setting objectives and providing feedback regarding Roberts Mazarno’s High Yield Instructional Practices</p>	<ul style="list-style-type: none"> • via targeted planned professional learning and timetabled opportunities to share stories within communities of practice 	<ul style="list-style-type: none"> • Level leaders • teachers P-6 • designated teacher presenters at “teach meet” and whole school “share what you have learnt sessions” 	<p>End of each term</p>	<ul style="list-style-type: none"> • all student portfolios include SMART goals, student reflections, student selected work
	<ul style="list-style-type: none"> • utilise the 2016 “Equity Funding” - \$18,516 to support early years intervention support for literacy and numeracy 	<ul style="list-style-type: none"> • purchase and provision of resources including human e.g. Glen Parcel & Phil Warrick to support implementation of intervention • 0.25 literacy intervention support 	<ul style="list-style-type: none"> • Principal and Leadership team • Literacy support teacher Diane Graham 	<p>By end Term 3</p>	<ul style="list-style-type: none"> • evidence of specific intervention carried out and clear link back to use of equity funding for set purpose • intervention support is in place
	<ul style="list-style-type: none"> • build the capacity of every teacher to enable them to plan for, evaluate, reflect upon and, recognise curriculum provision which is consistent and reliable 	<ul style="list-style-type: none"> • access to ‘programs of inquiry’ and scope and sequence documents which embody consistent content • review, update and publish scope and sequence documents 	<p>PYP co-ordinator, Teaching and Learning co-ordinator</p>	<p>Each planning day</p>	<ul style="list-style-type: none"> • all levels have updated, republished and submitted documentation to Primary Years Coordinator • Published Scope and sequence documents
	<ul style="list-style-type: none"> • ensure teachers ‘profiles of students’ are informed by relevant information from a range of sources in addition to achievement levels 	<ul style="list-style-type: none"> • school wide system of central information for teacher access 	<p>AP with student welfare responsibility</p>	<p>Term 1</p>	
	<p>Build a whole school approach to the regular and effective monitoring of student growth</p>	<ul style="list-style-type: none"> • Fountas and Pinnell data used as a tool to support teacher judgement, identify students working at or above and to evidence learning growth • ensure compliance with school assessment schedule • ensure the Performance and Development process for teachers embeds high expectations of practice and accountability for student learning 	<ul style="list-style-type: none"> • require assessment and data analysis as a set level meeting agenda item (minimum twice per term) • school based yearly sequence of planning and developing P/D processes • demonstration by all teachers within PRD process how they have monitored at least two students learning growth 	<ul style="list-style-type: none"> • Level leader • Leadership team <p>Principal, Leadership team</p>	<p>Ongoing</p> <p>As per documented schedule</p> <p>Mid year and end of year reviews</p>

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	Priority	Initiative	Targets		
Positive climate for learning Empowering students and building school pride	Building student engagement in their personal learning	Empowering students and building school pride	Targets By end 2018 Student opinion as expressed in the "Attitudes to School Survey" scores in the Teaching and Learning variables of <ul style="list-style-type: none"> • Learning Confidence • School connectedness • Stimulating Learning • Student motivation • Teacher effectiveness • Teacher empathy to be all maintained at current above state and regional means with an improvement in each variable by a minimum of 0.25 points or more		
			12 month targets By end 2016 Student opinion as expressed in the "Attitudes to School Survey" scores in the Teaching and Learning variables of <ul style="list-style-type: none"> • Learning Confidence • School connectedness • Stimulating Learning • Student motivation • Teacher effectiveness • Teacher empathy To demonstrate improvement of a minimum of 0.15 points or more		
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
Ensure student voice in their learning	<ul style="list-style-type: none"> • increase student leadership opportunities 	<ul style="list-style-type: none"> • budget for student leadership attendance at appropriate conference or provision of guest speaker linking to student voice opportunities • involve student leaders in authentic communication and links as appropriate to school governance 	Principal Teacher in charge of students leadership	ongoing	<ul style="list-style-type: none"> • student leadership roles, role descriptions and protocols established • increase in student opinion as expressed in the 'Attitudes to School Survey' scores in the factor of School Connectedness to a minimum of 4.5
	<ul style="list-style-type: none"> • develop staff knowledge and implementation of student self regulate learning and learner agency 	<ul style="list-style-type: none"> • participate in REAP program through the University of Melbourne for grades 5-6 • attend PYP network professional development sessions on learner agency 	5/6 teachers Highly abled coordinator	End of Term 3	<ul style="list-style-type: none"> • increase in student opinion as expressed in the 'Attitudes to School Survey' scores in the factor of Student Motivation to a minimum of 4.80
High quality transition processes across the school	<ul style="list-style-type: none"> • build knowledge and awareness of results of the 2015 'VAGO' audit and the resulting comprehensive suite of resources to support transition year 6-7 	<ul style="list-style-type: none"> • engage staff with the (START) Student Transition and Resilience Training resources • employ evidence based transition strategies and practices from the 'Middle Years Transition Framework' 	Principal and APs Year 5/6 staff	Begin term 2 End term 4	
	<ul style="list-style-type: none"> • provide a staged transition to secondary school program for both 5/6 students and parents 	<ul style="list-style-type: none"> • expose staff and parents to successful DET transition case study information • development of student transition portfolios 	Year 5/6 staff	End term 4	

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
<p>Goals <u>Priority</u> Positive climate for learning</p> <p><u>Initiative</u> Empowering students and building school pride</p>	<p>Targets</p>				
<p>Enhancing and individualising support for every student to enable the development of their social and emotional well being</p>	<p>By end 2018</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> ○ Student opinion as expressed via the year 5/6 “Attitudes to School Survey” scores in the Student Relationships and Wellbeing variables of <ul style="list-style-type: none"> • Student morale • School connectedness • Student Safety <p style="text-align: center;">to be</p> <p>all maintained at current or above both state and regional means</p> </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> ○ Parent satisfaction as expressed via the “Parent Opinion Survey” scores in the variables of <ul style="list-style-type: none"> • School Improvement • Stimulating Learning • Behaviour Management • Learning Focus • Transition • General Satisfaction <ul style="list-style-type: none"> - Student Safety - Classroom behaviour - Connectedness to Peers - Student Motivation - Social Skills - School Connectedness <p style="text-align: center;">to be</p> <p>all maintained at current of above both state and regional means</p> </td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> ○ Scores in the variables of <ul style="list-style-type: none"> • Teacher morale • Parent input • Reporting • Extra curricular • and • Homework <p style="text-align: center;">to be</p> <p>increased to at or above state mean</p> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ○ reduce the mean average student absence rates by a minimum of 15% ○ reduce unexplained absences to below the state mean </td> </tr> </table>	<ul style="list-style-type: none"> ○ Student opinion as expressed via the year 5/6 “Attitudes to School Survey” scores in the Student Relationships and Wellbeing variables of <ul style="list-style-type: none"> • Student morale • School connectedness • Student Safety <p style="text-align: center;">to be</p> <p>all maintained at current or above both state and regional means</p>	<ul style="list-style-type: none"> ○ Parent satisfaction as expressed via the “Parent Opinion Survey” scores in the variables of <ul style="list-style-type: none"> • School Improvement • Stimulating Learning • Behaviour Management • Learning Focus • Transition • General Satisfaction <ul style="list-style-type: none"> - Student Safety - Classroom behaviour - Connectedness to Peers - Student Motivation - Social Skills - School Connectedness <p style="text-align: center;">to be</p> <p>all maintained at current of above both state and regional means</p>	<ul style="list-style-type: none"> ○ Scores in the variables of <ul style="list-style-type: none"> • Teacher morale • Parent input • Reporting • Extra curricular • and • Homework <p style="text-align: center;">to be</p> <p>increased to at or above state mean</p>	<ul style="list-style-type: none"> ○ reduce the mean average student absence rates by a minimum of 15% ○ reduce unexplained absences to below the state mean
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<ul style="list-style-type: none"> ○ Scores in the variables of <ul style="list-style-type: none"> • Teacher morale • Parent input • Reporting • Extra curricular • and • Homework <p style="text-align: center;">to be</p> <p>increased to at or above state mean</p>	<ul style="list-style-type: none"> ○ reduce the mean average student absence rates by a minimum of 15% ○ reduce unexplained absences to below the state mean 				
<p>12 month targets</p>	<p>By end 2016</p> <p>Student opinion as expresses via the “Attitudes to School Survey” in the Student Relationships and Wellbeing variable of:</p> <ul style="list-style-type: none"> • student safety <p style="text-align: center;">to be</p> <p>above state mean.</p> <ul style="list-style-type: none"> • ensure ‘Restorative Practices’ process are understood and implemented consistently by all staff 				



KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Build a whole school approach to student wellbeing	<ul style="list-style-type: none"> • empower all staff with the knowledge and capacity to effectively use a 'Restorative Practices' approach 	<ul style="list-style-type: none"> • information to parents about "Restorative Practices" and the school wellbeing approach 	Assistant Principal Student Welfare Wellbeing curriculum team	Ongoing	
	<ul style="list-style-type: none"> • revisit "Student Engagement and Wellbeing Policy" and ensure inclusion in all induction materials and processes 	<ul style="list-style-type: none"> • ensure 2016 budget allocation and specific program budget to support wellbeing initiatives 	Principal Class Teachers	Ongoing	<ul style="list-style-type: none"> • newsletter articles, information sessions indicate communication to parents to support stated wellbeing priorities • induction program and school survival guide, indicate reference to the policy and process in these areas
	<ul style="list-style-type: none"> • investigate systems to audit and monitor students attendance and lateness (gather data, data analysis) 	<ul style="list-style-type: none"> • ensure time allocation in Leadership meetings to analyse data and determine strategies for implementation in order to improve the level of unapproved student absences 	Teachers	Ongoing	<ul style="list-style-type: none"> • leadership agenda and minutes reflect discussions and actions around initiatives • student absence as identified in the 2016 data have reduced
	<ul style="list-style-type: none"> • introduce agreed web based school management system – Compass Management System 	<ul style="list-style-type: none"> • funding to support system 	Leadership team	Term 4	<ul style="list-style-type: none"> • all staff showing capacity to utilise the function of the agreed web based school management system to support student well being
	<ul style="list-style-type: none"> • complete work to gain e-Smart school status 	<ul style="list-style-type: none"> • complete implementation of the e-smart framework 	Principal Class and leading teachers e-Smart co-ordinator	ongoing	<ul style="list-style-type: none"> • both systems in place

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To monitor the Strategic Plan and Annual Implementation Plan so that they are appropriately resourced to ensure achievement of the goals	Targets	By end 2018 <ul style="list-style-type: none"> • yearly expenditure within budget • school resources targeted to achieve the goals of the Strategic Plan and each Annual Implementation Plan • student achievement data indicates impact of effective allocation of resources and expenditure • regular financial auditing in line with government compliances to ensure effective equitable and strategic allocation of resources across all budget areas • compliance with all aspects of the Occupational Health and Safety Act 		
		12 month targets	By end 2016 <ul style="list-style-type: none"> • yearly expenditure within budget • school resources targeted to achieve the goals of the Strategic Plan and 2016 Annual Implementation Plan • student achievement data indicates impact of effective allocation of resources and expenditure • regular financial auditing in line with government compliances to ensure effective equitable and strategic allocation of resources across all budget areas • maintenance of practice to ensure sustainability of high level result and achievement of the government Occupational Health and Safety Management Audit Program 		
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
<u>Productivity</u> Target school resources to achieve the goals of the school strategic plan	<ul style="list-style-type: none"> • monitor and evaluate allocation of resources to ensure development and quality English and Mathematics learning • ensure all resources in SRP including Equity Funding are utilised effectively • review of school workforce planning 	<ul style="list-style-type: none"> • allocate time and resources to ensure tracking of expenditure with all Program Budget areas occurs • analysing and critique of impact of resource allocation • through leadership, school council and consultative school meeting processes 	Principal, Leadership team All staff Principal, school leadership and School Council President	ongoing ongoing End term 3	<ul style="list-style-type: none"> • evidence of analysis and reflection on resource allocation • provision of long term planning documents to staff in line with requirements

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
continue to embed the 'Primary Years Programme' curriculum framework, as the KPS agreed teaching and learning framework		PYP Coordinator Job description published and in place 3 completed units of inquiry to date with detailed reflections		PYP Coordinator Job description published and in place 5 completed units of inquiry to date with detailed reflections that follow the success criteria of an effective unit of inquiry	0.5 of AP salary (PYP co-ordinator) \$45,000
ensure a coherent, horizontally and vertically articulated "POI" (Program of Inquiry)		Program Of Inquiry from each level completed/submitted Will be reviewed later in the year to align with Victorian F-10 Curriculum		Level Programs of inquiry have been audited against the Victorian curriculum to make sure we are covering the curriculum	
consolidate and develop understandings of the PYP as the framework for curriculum provision		9 Staff applied for Regional workshops Staff opinion survey to be completed inline with DET schedule		PD log shows 9 staff applied for regional workshops 6 attended and reported back to the whole staff about their new knowledge	
" drill down on " the specific "non negotiable" elements of the English and Maths teaching blocks (content and practice"		Samples of teacher work programs School improvement meeting minutes with scheduled self audit of 'first 15 days of school' – a KPS non negotiable		Samples of teacher work programs School improvement meeting minutes with scheduled self audit of 'first 15 days of school' – a KPS non negotiable	
explore and implement the strategy of setting objectives and providing feedback regarding Roberts Mazarno's High Yield Instructional Practices		Samples of student portfolios Foundation – Level 6		Samples of student portfolios Foundation – Level 6	
utilise the 2016 "Equity Funding" - \$18,516 to support early years intervention support for literacy and numeracy		Phil Warrick – 4 staff members sent to one day workshop Glen Pearsall booked – workshop not yet carried out 0.2 of Leading Teacher position allocated to P-2 coaching instructional practice/high reliability \$18,000		Phil Warrick – 4 staff members sent to one day workshop Glen Pearsall booked – workshop not yet carried out 0.2 of Leading Teacher position allocated to P-2 coaching instructional practice/high reliability \$18,000 Investment in intervention by increase in time fraction of key staff member (Diane Graham) during Semester 2 by 3 days per fortnight	\$2,500 \$4,000 \$18,000 \$8,000 Total \$32,500
build the capacity of every teacher to enable them to plan for, evaluate, reflect upon and, recognise curriculum provision which is consistent and reliable		Updated scope and sequence documents for English and Maths completed will be presented to all staff in semester 2		Updated scope and sequence documents for English and Maths completed will be presented to all staff in semester 2	

Fountas and Pinnell data used as a tool to support teacher judgement, identify students working at or above and to evidence learning growth ensure compliance with school assessment schedule		Level minutes - agendas Assessment schedule SPA Data		Teachers attitudes to SPA indicate its effectiveness in tracking students and making informed decisions	
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	
increase student leadership opportunities		Roles not fully defined and documented Data not received regarding Student Opinion Survey from DET as of 6/6/2016		Student opinion data shows School Connectedness has dropped from 4.38 to 4.32. Target was 4.5.	
develop staff knowledge and implementation of student self regulated learning and learner agency		Level 5 and one level 6 teacher (program coordinator) completing online modules relating to the assessment Research Centre (University of Melbourne REAP (Realising the Potential of High Capacity Australian Students Project)) <ul style="list-style-type: none"> • understanding assessment data and reports • high capacity students • understanding self regulated learning in the classroom • monitoring progress • targeting teaching and classroom organisation • sustainability Completed Tracy Ezard workshop (Learning Intelligence Engage Collaborate Act) - Assistant Principals		Student opinion data shows Student Motivation has dropped from 4.64 to 4.38. School target was 4.80. Work begun towards identification of highly abled students and high impact intervention strategies Investment in key staff member attending REAP conference, Melbourne Uni November 16 th Completed Tracy Ezard workshop (Learning Intelligence Engage Collaborate Act) - Assistant Principals	\$1000

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	
<ul style="list-style-type: none"> empower all staff with the knowledge and capacity to effectively use a 'Restorative Practices' approach 		Level minutes showing review of school wellbeing policy		Staff display confidence in utilisation of practices as displayed in survey conducted by Wellbeing Curriculum Team	
<ul style="list-style-type: none"> revisit "Student Engagement and Wellbeing Policy" and ensure inclusion in all induction materials and processes 		Level minutes showing review of school wellbeing policy Need to complete newsletter articles Need to complete Safe Schools actions required by legislation		Level minutes showing review of school wellbeing policy Newsletter articles completed Safe Schools actions required by legislation completed (statutory declaration replied)	
<ul style="list-style-type: none"> investigate systems to audit and monitor students attendance and lateness (gather data, data analysis) 		Student lateness blitz starting term 3 using Compass management system		Compass attendance data indicating -----	
<ul style="list-style-type: none"> introduce agreed web based school management system – Compass Management System 		Number of unmarked roles reducing since the start of use		Newsfeeds, feedback from community Greater knowledge of accountabilities by staff	
<ul style="list-style-type: none"> complete work to gain e-Smart school status 		ICT school improvement team formed and completion of work to gain status noted as priority		Work completed	CRT days \$1000

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	
<ul style="list-style-type: none"> monitor and evaluate allocation or resources to ensure leadership development and quality English and Mathematics learning 				Program budget priorities and outcome measures have been analysed. New goals have been created for 2017	
<ul style="list-style-type: none"> ensure all resources in SRP including Equity Funding are utilised effectively 		Expenditure of Equity Funding being undertaken in line with specific commitment (see action under achievement goal)		Expenditure of Equity Funding being undertaken in line with specific commitment In excess of funding gained by \$13,948 (see details under achievement goal)	
<ul style="list-style-type: none"> review of school workforce planning 		Work ongoing in response to changing workforce needs throughout 2016 compliance documentation (long term planning document by end November 2016)		Long term workforce plan document has been completed in advance of end November 2016	