

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 Priority Excellence in teaching and learning Initiative 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 	<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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12 month targets <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 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. 																																	
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) four planning days per year budgeted for to include key component of auditing 	<ul style="list-style-type: none"> Teaching and Learning co-ordinator PYP co-ordinator Leadership team Level Leaders 	Ongoing Specifically addressed on planning days	<ul style="list-style-type: none"> programme of inquiry with clear links to AusVels 																												

	<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 	Level leader Leadership	Ongoing completed by end Term 4	<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” 	End of each term	<ul style="list-style-type: none"> • all student portfolios include SMART goals, student reflections, student selected work
<p>Ensure a guaranteed and viable curriculum is implemented , supported by knowledge and required resourcing</p>	<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 • 0.2 out of class duties early years coach 	<ul style="list-style-type: none"> • Principal and Leadership team • coach 	By end Term 3	<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 	PYP co-ordinator, Teaching and Learning co-ordinator	Each planning day	<ul style="list-style-type: none"> • all levels have updated, republished and submitted documentation to Primary Years Coordinator
<p>Build a whole school approach to the regular and effective monitoring of student growth</p>	<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 	AP with student welfare responsibility	Term 1	
	<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 	<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 	<ul style="list-style-type: none"> • Level leader • Leadership team <p>Principal, Leadership team</p>	Ongoing	<ul style="list-style-type: none"> • as per assessment schedule, all required data is provided to leadership and is uploaded to SPA
				As per documented schedule	

	embeds high expectations of practice and accountability for student learning	<ul style="list-style-type: none">demonstration by all teachers within PRD process how they have monitored at least two students learning growth		Mid year and end of year reviews	
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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals <i>Priority</i> Positive climate for learning <i>Initiative</i> Empowering students and building school pride	Building student engagement in their personal learning	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>Enhancing and individualising support for every student to enable the development of their social and emotional well being</p>	<p>Targets</p>	<p>By end 2018</p> <table border="1"> <tr> <td data-bbox="1095 380 1961 1020"> <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 data-bbox="1961 380 2828 1020"> <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 data-bbox="1095 1020 1961 1602"> <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 data-bbox="1961 1020 2828 1602"> <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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		<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	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 in the area of unexplained absence from average of ? to an average of ?
	<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			
		12 month targets	By end 2016			
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	
Productivity	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 leadership 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 	<ul style="list-style-type: none"> Principal, Leadership team All staff Principal, school leadership and School Council President 	<ul style="list-style-type: none"> 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