

2016 Annual Implementation Plan: for Improving Student Outcomes

2460

St Kilda Park Primary School 2016



Based on Strategic Plan 2016 - 2019

Endorsements

Endorsement by School Principal	Signed: <i>Jenny McCrabb</i> Name: Jennifer McCrabb Date.....
Endorsement by School Council	Signed: <i>Mette Aiken-Petersen</i> Name: Mette Aiken-Petersen Date.....
Endorsement by Senior Advisor	Signed..... Name: Sarah Burns 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	<p>Building practice excellence: Teachers, principals and schools will work together</p> <p>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</p>
Professional leadership	<p>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</p>
Positive climate for learning	<p>Empowering students and building school pride: Schools will develop approaches that give students a greater say</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
Community engagement in learning	<p>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</p>

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>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.</p> <p>St Kilda Park Primary School understands that effective teaching is the single biggest determinant of student improvement in the school. The SSP has a focus on improving Maths (Number) and English (Writing) outcomes. The AIP will support this Key Improvement Strategy by;</p> <ul style="list-style-type: none"> • Building practice excellence through the MAV Schools Future Ready Program • Reviewing assessment processes to bring in line teacher judgements and other data sets • Building on the schools' existing Instructional Practice Model ensuring it is applied consistently across all learning areas • Building on the scope and sequence curriculum and learning standards as part of the Instructional Practice Model 	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> • Building teacher and student capacity to effectively use assessment data to inform differentiated instruction. • Building teacher capacity to improve instructional practice through the implementation of the school's pedagogical framework.
Curriculum planning and assessment	<ul style="list-style-type: none"> • Building teacher knowledge to gain a deeper understanding of curriculum continuums and where teams of Teachers look at Maths (Number) and English (Writing) data sets to inform planning to ensure students are taught at 'point of need'. • Implement a student and data management system. • Implement peer coaching to build reflective practice across the school.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT	
Goals To improve student learning outcomes in Mathematics (Number) and English (Writing) with specific reference to students achieving at and above the expected level.	Targets <p>By Sem 1, 2018 - AusVELS Teacher Judgements in Maths (Number): in years Foundation to Year 2:</p> <ul style="list-style-type: none"> • Will improve from Sem 1, 2015 result of 23% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 0.5% to 10% of students achieving 12 months above expected level. <p>By Sem 1, 2018 - AusVELS Teacher Judgements in Maths (Number): in Year 3 to Year 6:</p> <ul style="list-style-type: none"> • Will improve from Sem 1, 2015 result of 27% to 40% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 6% to 15% of students achieving 12 months above expected level. <p>By Sem 1, 2018 - AusVELS Teacher Judgements in English (Writing): in Foundation to Year 2:</p> <ul style="list-style-type: none"> • Will improve from Sem 1, 2015 result of 16.7% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 0.6% to 10% of students achieving 12 months above expected level. <p>By Sem 1, 2018 - AusVELS Teacher Judgements in English (Writing): in Year 3 to Year 6:</p> <ul style="list-style-type: none"> • Will improve from Sem 1, 2015 result of 23% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 6% to 15% of students achieving 12 months above expected level. <p>That NAPLAN Relative Growth – Year 3 to Year 5 for Numeracy and Writing show positive trending from low to medium and from medium to high for the life of the Strategic Plan.</p> <p>The Staff Opinion Survey 'School Climate': Collective focus on student learning will improve from 80% in 2015 to above 90% by 2018.</p> <p>The Staff Opinion Survey 'School Climate': Academic emphasis on student learning will improve from 80.5% in 2015 to above 85% by 2018.</p> <p>The Year 5/6 Attitudes to School Survey results for 'Teaching and Learning' to move from the first quartile into the third quartile by 2018.</p> <p>The Parent Opinion School Survey results for 'School Climate' of 'Stimulating Learning' and 'Learning Focus' to move from the second quartile in 2015 into the third quartile by 2018.</p>
	12 month targets <p>By Sem 1, 2016 - AusVELS Teacher Judgements in Maths (Number): in years Foundation to Year 2:</p> <ul style="list-style-type: none"> • Will improve from Sem 1, 2015 result of 23% to 26% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 0.5% to 3% of students achieving 12 months above expected level. <p>By Sem 1, 2016 - AusVELS Teacher Judgements in Maths (Number): in Year 3 to Year 6:</p> <ul style="list-style-type: none"> • Will improve from Sem 1, 2015 result of 27% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 6% to 10% of students achieving 12 months above expected level. <p>By Sem 1, 2016 - AusVELS Teacher Judgements in English (Writing): in Foundation to Year 2:</p> <ul style="list-style-type: none"> • Will improve from Sem 1, 2015 result of 16.7% to 20% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 0.6% to 3% of students achieving 12 months above expected level. <p>By Sem 1, 2016 - AusVELS Teacher Judgements in English (Writing): in Year 3 to Year 6:</p> <ul style="list-style-type: none"> • Will improve from Sem 1, 2015 result of 23% to 25% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 6% to 9% of students achieving 12 months above expected level. <p>That NAPLAN Relative Growth – Year 3 to Year 5 for Numeracy and Writing show positive trending from low to medium and from medium to high for the life of the Strategic Plan.</p> <p>The Staff Opinion Survey 'School Climate': Collective focus on student learning will improve from 80% in 2015 to above 83% by 2018.</p> <p>The Staff Opinion Survey 'School Climate': Academic emphasis on student learning will improve from 80.5% in 2015 to above 82% by 2018.</p> <p>The Year 5/6 Attitudes to School Survey results for 'Teaching and Learning' to move from the first quartile into the second quartile by 2018.</p> <p>The Parent Opinion School Survey results for 'School Climate' of 'Stimulating Learning' and 'Learning Focus' to move from the second quartile in 2015 to improve within the second quartile by 2018.</p>

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
<ul style="list-style-type: none"> Building teacher and student capacity to effectively use assessment data to inform differentiated instruction. Building teacher knowledge to gain a deeper understanding of curriculum continuums and where teams of Teachers look at Maths (Number) and English (Writing) data sets to inform planning to ensure students are taught at 'point of need'. Building teacher capacity to improve instructional practice through the implementation of the school's pedagogical framework. 	Build teacher knowledge to gain a deeper understanding of implementing the new Victorian Curriculum F-10 that incorporates the Australian Curriculum and reflects Victorian standards and priorities.	Professional Learning, PLC Meetings. Reviewing the DET Website and Team Level Meetings	Leadership Team	Designated Curriculum Day, Weekly and all Year	By the end of 2016 our school will be implementing the Victorian Curriculum F-10.
	Build teacher knowledge to gain a deeper understanding of curriculum continuums with an emphasis on Maths (Number) and English (Writing).	Professional Learning. Reviewing the DET Website & Team Level Meetings	Leadership Team	Designated Curriculum Day, Weekly and all Year	There will be whole staff consistency around planning the curriculum in a respectful and cohesive manner.
	Focus and plan staff professional learning opportunities so they support improved outcomes for all students. Ensuring targeted professional development is delivered with an understanding of what matters most in terms of student learning is likely to contribute to outcome improvement.	Whole staff and individual Professional Learning through: <ul style="list-style-type: none"> a structured meeting schedule MAV School Futures Ready Program Ongoing training in VCOP and DIPL Encourage Teachers to engage in Bastow Middle Leadership Courses 	Assistant Principal	Designated Curriculum Day, Weekly and all Year	Professional Development will include the following components: a needs assessment, planning for differentiated implementation and on-going monitoring and evaluation. Teachers will use the Evidence Based Professional Learning Cycle to identify their professional learning needs. Professional Learning will be evident in their Performance and Development Goals pertaining to whole school and individual needs.
	Hold a Team Level meeting every other Wednesday. Formalise an agenda that has the objective outlined by leadership and curriculum leaders (that has meeting norms and protocols). In first Term, 2016 Team Level meetings will be given a specific focus to develop team protocols to be implemented through the rest of the year.	Formalise agendas for Team Level Meetings and adhere to protocols	Assistant Principal and Team Leaders	At least Fortnightly	The staff would be willing to share critical reflections and participate in focused professional dialogue about learning and teaching that will have a direct impact on their capacity to designing and implementing improvements in teaching.
	Leadership team attend Team Level meetings to support and drive improvement. Principal, Assistant Principal and Leading Teachers may attend level 1/2 meeting one week, then attend 5/6 the next week etc...	Allocation of time for Leadership to attend Team Level Meetings	Leadership Team	Twice a term	We all are well prepared for Team meetings and have a teaching and learning approach that is focussed on student achievement through the use of data and research. Team leaders and Teachers are receptive to Leadership collaborating with them.
	Build on leadership and cultural behaviours that are known to reduce stress and increase morale in our school by having leading staff model and lead collaboration. Peer coaching, observations, mentoring, team teaching and networking are all approaches that will be used to strengthen staff relationships and collaboration by bringing individuals together around issues of mutual interest and/or concern.	Allocation of time for Leadership and Teachers in the timetable to model and lead collaboration in consultation with Teachers.	Leadership Team	Once a term from Term Two	We all have a targeted and well-designed professional learning approach to promote relationship building and trust between colleagues.
	To encourage mentoring to build individual efficacy, which contributes to collective staff efficacy. The teacher mentor supports the beginning or less experienced colleague to become an active agent in analysing and improving her/his own practice.	Allocation of time for Mentor Teachers to observe and collaborate with Graduate and New Teachers.	Mentor teachers	Weekly	We will have set up mentoring relationships for all beginning teachers. We will ensure mentors are adequately trained so a teacher mentor is a knowledgeable, experienced, highly proficient teacher who works with and alongside a beginning teacher or less experienced colleague.
	Continue to allocate time for the Maths Leading Teacher to provide expertise and support to teachers through a 50 minute fortnightly meeting, peer observations and feedback.	Allocation of time for Maths Leading Teacher to support, peer observation and collaborate with Teachers.	Maths Leading Teacher	Fortnightly	Team Leaders will have a targeted and well-designed planning framework to take back to their Team Level meetings and by able to lead effective meetings that come from a data and research background.

	Continue to focus on Maths (Number) and English (Writing) throughout the whole school community.	Strategies and processes in place to highlight that we are a school that is focussing on Maths (Number) and English (Writing) across the whole school. Continued Professional Learning in: <ul style="list-style-type: none"> • a structured meeting schedule • MAV School Futures Ready Program • Ongoing training in VCOP and DIPL 	Leadership Team	Every day	This will be evident by but not restricted to: <ul style="list-style-type: none"> • Continue numeracy in first block of the day to ensure 300 minutes is taught over the week. • Family Maths and English nights to showcase student learning and activities families can do at home. • Celebration of students' writing through publication-writers' wall, newsletters and Konnective • Writing group for support and extension at lunchtimes or afterschool • More opportunities to share writing with families such as assemblies and open afternoons etc... • Writing competitions for students School wide approach/programs that promote consistency in the teaching and learning across the whole school.
	Acknowledge staff achievements. The acknowledgement of positive results contributes to a 'can do culture' and a focus on continuing improvement.	Staff Meetings, Performance Reviews, Assemblies and the Newsletter in the Principal's Report	Principal	All year	Teacher efficacy will show an improvement where teachers are willing to take risks in their profession through trialling new initiatives while executing the Instructional Practice Manual.

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ENGAGEMENT					
Goals	Increase student ownership of personalised learning and development of personal goals.	Targets	<ul style="list-style-type: none"> - All students write agreed personalised learning goals considering academic achievement, effort and socialisation. - The Staff Opinion Survey 'School Climate': Collective focus on student learning improves from 80% in 2015 to above 90% by 2018. - The Year 5/6 Attitudes to School Survey results for 'Teaching and Learning' to move from the first quartile in 2015 into the third quartile by 2018. - The Parent Opinion School Survey results for 'School Climate' of 'Stimulating Learning' and 'Learning Focus' to move from the second quartile in 2015 into the third quartile by 2018. - The Parent Opinion School Survey results for 'Student Engagement' of 'Student Motivation' to move from the third quartile in 2015 into the fourth quartile by 2018. - The Parent Opinion School Survey results for 'School Climate' of 'Reporting' to move from the first quartile in 2015 into the second quartile by 2018. 		
		12 month targets	<ul style="list-style-type: none"> - All students write agreed personalised learning goals considering academic achievement, effort and socialisation. - The Staff Opinion Survey 'School Climate': Collective focus on student learning improves from 80% in 2015 to above 83% by 2016. - The Year 5/6 Attitudes to School Survey results for 'Teaching and Learning' to move from the first quartile in 2015 into the second quartile by 2016. - The Parent Opinion School Survey results for 'School Climate' of 'Stimulating Learning' and 'Learning Focus' to move from the second quartile in 2015 to improve within the second quartile by 2016. - The Parent Opinion School Survey results for 'Student Engagement' of 'Student Motivation' to move from the third quartile in 2015 to improve within the third quartile by 2016. - The Parent Opinion School Survey results for 'School Climate' of 'Reporting' to move from the first quartile in 2015 into the second quartile by 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
<ul style="list-style-type: none"> • Building teacher capacity to develop and implement personalised learning programs. • Building teacher capacity to provide challenge to extend students at all levels. • Building intrinsic motivation in students to take ownership of their own learning outcomes. 	Establish an agreed school wide definition/understanding of student success by asking: <ol style="list-style-type: none"> 1. What constitutes student success? (How should student success be defined or described?) 2. How do we promote student success? (What specific types of educational processes contribute to or increase the likelihood of student success?) 3. How can student success be measured or assessed? (What constitutes 'evidence' that student success has been realised and that certain experiences during school are responsible for its realisation?) 	Teachers will be required to undertake training around Gifted and Talented. Professional Learning will be conducted during the year to tease out what is defined as student success and how teachers will measure and celebrate this. An agreed definition /understanding of student success will be developed by teachers by the end of Semester One.	Principal/ External Facilitator	Grand Prix Curriculum Day	There is an expanded definition of success that can help staff build and maintain collective efficacy that can be conveyed to the wider school community. That success is defined in terms of a whole school agreement and more broadly than an academic attainment focus.
	Build strong staff networks to support and nurture confidence in the capacity of the team to impact students' learning and achieve school goals.	Leadership Team training around understanding what a Professional Learning Community is. This will be taken back to Teachers to form a strong understanding of PLCs in the future. Professional Learning Community Meetings will be conducted on a regular basis in 2017 around the Strategic Goals.	Leadership Team	Over the Year	Professional Learning Communities will be utilised to provide opportunities for staff to collaboratively share their skills and experience.
	Use a Student Cycle of Inquiry approach to identify student learning needs and gaps in teacher knowledge.	Form an Inquiry Team comprised of 4-6 interested teachers. Termly sessions with expert facilitators guide the inquiry cycle to focus on problem solving and teacher decision-making. Emphasise student data, learning standards and better school systems. Build leadership capacity throughout the school.	Principal and Assistant Principal	Term Two Term Two to start this training	Staff will reflect on what students currently do and where they can go next. <ol style="list-style-type: none"> 1. What do my students need to be able to know and be able to do? 2. What do I need to know and be able to do in response to my students' needs? 3. How do I go about deepening my knowledge and refining my skills? 4. What happens in the classroom when I apply my learning? 5. What impact did my learning have on my practice and on my students' learning?

Recognise and reinforce the relationship between student motivation and achievement by reinforcing effort and providing recognition that play in the process of motivating students.	Teachers will be required to undertake training around the relationship around student motivation and achievement and the relevant recognition required in relation to the Gifted and Talented Model.	Principal/ External Facilitator	Grand Prix Curriculum Day	There will be a school-wide understanding and agreement around motivational research for children and adolescents and how it is central to high quality teaching practice.
Establish an 'Academic Showcase' around the school and on the school internet site using a multimedia approach.	Staff undertake training around ways to promote academic achievement. School's website, Assemblies, newsletters, Konnective and displayed throughout the Learning Areas	Principal/ External Facilitator	Grand Prix Curriculum Day	Students' academic success will be acknowledged by an environment in which students are respected for their academic accomplishments.
Provide opportunities for students to participate in academic challenges offered outside the school.	Teachers to investigate competitions and challenges outside of the school that identified or interested students can participate in.	All staff	All year	Year 4 to 6 students will have the opportunity to participate in the maths MAV 'Talent Quest' Six available entries in each of the Year 4/5/6 levels. Participation in other challenges.
Discuss school wide, "What does 'high academic expectations' mean and look like?" Provide examples for both staff and students of the difference between low and high academic expectations.	We will undertake training for both staff and students of the difference between low and high academic expectations in relation to the Gifted and Talented Model.	Principal/ External Facilitator	Grand Prix Curriculum Day	Our school will have a wide framework in place so teachers have a functional, well-managed setting where students know what to do and how to interact. High academic expectations will be set to encourage students to achieve.
Continue to implement Individual Learning Plans (ILP) to cater for student diversity by involving one or a combination of approaches in relation to curriculum, instruction and the environment.	New and existing teachers will be trained in the use of SMART goals when writing ILPs. This will be part of our Induction Program at the start of the year.	Assistant Principal	Term One Curriculum Days	Teachers will offer timely and appropriate support to students to provide an environment where they can learn best. As well as helping students to generally improve academic success, teachers will offer a range of targeted strategies so that individual students have an increased opportunity for experiencing academic success.
The whole school go to an informative Parent/Teacher/Student (Yr3-6) Interview towards the end of Term One of each year that shows data sets pertaining to Academic – (Maths, Writing and Reading), effort and social where teachers, in collaboration with the students, have set three personalised learning goals.	Teachers identify what 'informative' interviews look like so that parents have a clear understanding of where their child is at and where they need to improve.	Assistant Principal	Term One	In Term One, 2016 the Leadership Team will lead a conversation around an Interim Student Data Report Card to give to parents/caregivers at Parent/Teacher Interview on Tuesday 15 th and Wednesday 16 th March, 2016. Students, Parents and Teachers will have a clear understanding of where students are at through Personalised Learning Goals, Academic – (Maths, Writing and Reading), effort and social, that are given to families at the Student/Parent/Teacher interviews at the end of Term One and that are displayed throughout the Learning Areas. Students can link their own data to develop their personal learning goals. Students have a strong sense of resilience and confidence to have a go.
Encourage student ownership of learning- understanding AusVELS Achievement Statements to be able to collaborate with their teacher to set their next stage of learning.	We will undertake training for both staff and students around understanding achievement statements to assist with setting their Learning Goals.	Principal/ External Facilitator	Grand Prix Curriculum Day	Students will develop intrinsic motivation to take ownership of self-learning and to self-extend.
Teachers will work with students to remove their inhibitions to growth through ongoing feedback and reinforcement. This could be in the form of student work and goals on display for peer feedback and reflection.	Norms and protocols will be set for students by their teachers to ensure an inclusive and environment.	All staff	Over the Year	Class observations will show that students value peer-to-peer feedback to improve their work.
Teachers foster a culture where students who take risks improve from their mistakes and where effort creates success.	Norms and protocols will be set for students by their teachers to ensure an inclusive and environment so that risk taking is supported.	All staff	Over the Year	There is a risk taking culture evident in student work and hard work is rewarded.

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WELLBEING					
Goals	To improve student resilience through a consistent approach to wellbeing.	Targets	-Whole school Lateness will reduce from 5.93 days in 2015 to 3 days by 2018 during the implementation of the Strategic Plan -Whole school Absenteeism will reduce from 14.04 days in 2015 to 12 days by 2018 during the implementation of the Strategic Plan -The Year 5/6 Attitudes to School Survey results for 'Wellbeing' to move from the second quartile in 2015 into the fourth quartile by 2018. -The Year 5/6 Attitudes to School Survey results for 'Student Relationships' to move from the second quartile in 2015 into the third quartile by 2018. -The Parent Opinion School Survey results for 'School Climate' in 'Transitions' to move from the first quartile in 2015 into the third quartile by 2018. -A Resilience survey result conducted in 2016 by the City of Port Phillip will be conducted to all Year 3 to 6 students to gain baseline data. This survey will then be conducted on a yearly basis to measure improvements.		
		12 month targets	- Whole school Lateness will reduce from 5.93 days in 2015 to 5 days by 2018 during the implementation of the Strategic Plan - Whole school Absenteeism will reduce from 14.04 days in 2015 to 13.5 days by 2018 during the implementation of the Strategic Plan - The Year 5/6 Attitudes to School Survey results for 'Wellbeing' to move from the second quartile in 2015 into the third quartile by 2016. - The Year 5/6 Attitudes to School Survey results for 'Student Relationships' to move from the second quartile in 2015 to improve within the second quartile by 2016. - The Parent Opinion School Survey results for 'School Climate' in 'Transitions' to move from the first quartile in 2015 into the second quartile by 2016. -A Resilience survey result conducted in 2016 by the City of Port Phillip will be conducted to all Year 3 to 6 students to gain baseline data. This survey will then be conducted on a yearly basis to measure improvements.		
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
<ul style="list-style-type: none"> Continue to critically evaluate programs within the wellbeing framework of the school. Investigate and implement programs and strategies to reduce absenteeism and lateness. 	Identify and audit whole school welfare programs to ensure they are implemented in a sequential way that builds on the strategies students learn from year to year. These programs need continual review and staff training to ensure their effectiveness.	Review of the wellbeing Gant Chart in collaboration with staff.	Assistant Principal	Term One	Whole school welfare programs will be audited for relevance and aligned to the appropriate year levels continue to be implemented throughout the school.
	Collaborate with parents/carers to develop school/family partnership expectations and communicate these to families when students first enrol. The school-family partnership expectations should acknowledge the five facets of trust (benevolence, reliability, competence, honesty and openness).	Foundation Tours conducted throughout the year Foundation Information Evening Jazz in the Park School Fete Celebration of the Arts Individual formal and informal meetings with families	Principal	All Year Term One and Four Term One Term One Term Four All Year	The school/family partnership will be nurtured and monitored which will build trust across the community.
	Inform families/care givers about positive behaviours, attitudes and actions by maintaining individual student records. This is to provide the opportunity to record positive behaviours, attitudes and actions that can then be relayed (through notes, phone calls, texts, meetings) to families/care givers.	Teachers and Integration Aides will identify positive behaviours (brainstormed examples) as outlined in the 'Student Engagement and Inclusion policy' and acknowledge these with families. Parents and students sign off CAPSE policies.	All staff	All Year Term One	Families/care givers will be contacted when students behave positively to show that the school is interested in and values their child.
	Continue to enforce 'Beat the Bell' throughout the whole school.	Through promotion of the 'Beat the Bell Program' and subsequent DET initiatives.	Assistant Principal	All Year	Absenteeism and Lateness will be reduced and a common belief that it is imperative students are at school every day and on time (to give them the best chance of academic success and social interaction) will be promoted.
	Adopt the City of Port Phillip's resilience survey to measure students' anxiety levels.	This will be conducted at the beginning of the year to form baseline data.	Assistant Principal	Term One	Using the benchmark resilience data from 2016 we will be able to set reduced resilience targets for 2017.

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PRODUCTIVITY					
Goals	To enable distributive leadership among the staff through capacity building that supports the strategic improvement agenda.	Targets	<ul style="list-style-type: none"> - By 2018 Teachers will undergo at least four peer observations and give feedback that improves teaching and learning. - By 2018 there will be a Data Strategy Team to build a framework to use student data effectively across the school. - The Staff Opinion Survey 'School Climate': Collective focus on student learning improves from 80% in 2015 to above 90% by 2018 - The Staff Opinion Survey 'School Climate': Staff trust in colleagues improves from 76% in 2015 to above 85% by 2018 - The Staff Opinion Survey 'School Climate': Parent and Community involvement improves from 82% in 2015 to above 95% by 2018 - The Parent Opinion Survey results for 'School Improvement' moves from the second quartile in 2015 into the third quartile by 2018 - The Parent Opinion Survey results for 'Parent Input' moves from the first quartile in 2015 into the third quartile by 2018 - The Parent Opinion Survey results for 'Learning Focus' moves from the first quartile in 2015 into the third quartile by 2018. 		
		12 month targets	<ul style="list-style-type: none"> - By 2018 Teachers will undergo at least four peer observations and give feedback that improves teaching and learning. - By 2018 there will be a Data Strategy Team to build a framework to use student data effectively across the school. - The Staff Opinion Survey 'School Climate': Collective focus on student learning improves from 80% in 2015 to above 90% by 2018 - The Staff Opinion Survey 'School Climate': Staff trust in colleagues improves from 76% in 2015 to above 85% by 2018 - The Staff Opinion Survey 'School Climate': Parent and Community involvement improves from 82% in 2015 to above 95% by 2018 - The Parent Opinion Survey results for 'School Improvement' moves from the second quartile in 2015 into the third quartile by 2018 - The Parent Opinion Survey results for 'Parent Input' moves from the first quartile in 2015 into the third quartile by 2018 - The Parent 		
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
<ul style="list-style-type: none"> • Implement a student data management system. • Implement peer coaching to build reflective practice across the school. • Strengthen partnerships to support the strategic improvement agenda. 	That all student data is the property of the Department of Education and Training and should be used within the guidelines of the DET.	Staff and parents will be directed to the DET guidelines regarding Student data ownership.	Principal	Term Two	The whole school community understands the DET guidelines around the use of student data.
	Develop a whole school consistent approach to assessment by allocating responsibility to oversee data management to the Leading Teacher.	The Leading Teacher will ensure there are accountability processes around the gathering, collation and use of assessment data.	Leading Teacher	All Year	The Leading Teacher will oversee the Assessment Schedule and will ensure teachers upload student data to the Student Performance Analyser online portal.
	All teachers will follow the Assessment Schedule and upload relevant student data to the Student Performance Analyser online portal.	The Leadership Team will review the assessment schedule at the end of each year so teachers can ensure timely data is gathered and uploaded on SPA	Leading Teacher	All year	All teachers will take responsibility for the timely collation, storage and distribution of data that is held locally by the school.
	A Data Strategy Team is formed to build a framework to use student data effectively across the school.	The Leading Teacher will form a Data Strategy Team to build a data strategy framework around using data effectively across the school.	Leading Teacher	Term One	The Data Strategy Team will produce a document that incorporates the Assessment Schedule to guide users when and how to use the data when it is produced.
	Investigate forms of assessment to help teachers feel confident in making an accurate assessment of individual students. (eg PAT maths, Year 5/6 Fractions and Decimal Interview.	The newly formed Data Strategy Team will investigate Assessment Programs to support the school's Data Strategy Framework	Leading Teacher	All year when opportunities arise	Meet with representatives from service providers, research programs and visit schools that have implemented different forms of assessment to make an informed decision on whether to have them here at SKIPPS.
	Ensure all staff have regular opportunities to observe and be observed by encouraging open door practices. Establish and formalise a school wide routine for teachers to observe best practice and provide feedback.	Teachers will work in tri-ads to observe each other's practice under the guidance and support of the Leadership Team	Principal	Semester Two – Once in Third Term and once in Fourth Term	Observing others, or being observed and receiving feedback, are powerful ways to learn and improve teaching practice. Such practices support the school's collaborative culture through promoting continuous renewal of instructional practices. <ul style="list-style-type: none"> • Timetabled peer observations across the school on a regular basis. • Feedback is constructive and reflected in their future practice.
	Ensure that staff understand the protocols for giving feedback to colleagues, in order to promote the provision of quality feedback, and an open and supportive culture.	The Leadership Team will construct protocols and norms in collaboration with Teachers so they can form the success criteria for each peer observation	Principal	Term Two	Establish clear protocols for giving and receiving feedback. The provision of feedback from colleagues is considered to be one of the most powerful ways to assist teachers to continually improve their practice.
	Ensure our School's Strategic Agenda is extended to the broader school community so we all have a clear understanding of our goals set for the life of the Plan.	The Annual Implementation Plan actions will be reported on at each Staff meeting and School Council Meeting for regular reflection. The Strategic Plan will be uploaded onto the school's website. All parents/caregivers will be invited to the Annual Report to the Community evening. The Principal will regularly refer to the Annual Implementation Plan in their Principal's report in the	Principal	Term One Term One All Year	This will be evident through: <ul style="list-style-type: none"> • Defining and making visible what our Strategic goals are and, when achieved, celebrating these successes through various communication sources • Goals and subsequent role descriptions being established in the more detailed Annual Implementation Plan Publicising a clearly defined Strategic Improvement Agenda

		newsletter.			
	Ensure the school's purpose, ethos and values are written in clear and concise language, are part of the discussion/process that takes place with staff, parents and students at the beginning of each year and at the time of student enrolment and are visible in all teaching spaces.	The school's purpose, ethos and values are referred to by all facilitators of forums to all members of the school community to support the school's decision making process.	Principal	All Year	When the school's purpose, ethos and values are shared and understood by all members of the learning community, consistent behaviours are established.

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	
Build teacher knowledge to gain a deeper understanding of implementing the new Victorian Curriculum F-10 that incorporates the Australian Curriculum and reflects Victorian standards and priorities.					
Build teacher knowledge to gain a deeper understanding of curriculum continuums with an emphasis on Maths (Number) and English (Writing).					
Focus and plan staff professional learning opportunities so they support improved outcomes for all students. Ensuring targeted professional development is delivered with an understanding of what matters most in terms of student learning is likely to contribute to outcome improvement.					
Hold a Team Level meeting every other Wednesday. Formalise an agenda that has the objective outlined by leadership and curriculum leaders (that has meeting norms and protocols). In first Term, 2016 Team Level meetings will be given a specific focus to develop team protocols to be implemented through the rest of the year.					
Leadership team attend Team Level meetings to support and drive improvement. Principal, Assistant Principal and Leading Teachers may attend level 1/2 meeting one week, then attend 5/6 the next week etc...					
Build on leadership and cultural behaviours that are known to reduce stress and increase morale in our school by having leading staff model and lead collaboration. Peer coaching, observations, mentoring, team teaching, Professional Learning Communities and networking are all approaches that will be used to strengthen staff relationships and collaboration by bringing individuals together around issues of mutual interest and/or concern.					
To encourage mentoring to build individual efficacy, which contributes to collective staff efficacy. The teacher mentor supports the beginning or less experienced colleague to become an active agent in analysing and improving her/his own practice.					
Continue to allocate time for the Maths Leading Teacher to provide expertise and support to teachers through a 50 minute fortnightly meeting, peer observations and feedback.					
Continue to focus on Maths (Number) and English (Writing) throughout the whole school community.					
Acknowledge staff achievements. The acknowledgement of positive results contributes to a 'can do culture' and a focus on continuing improvement.					

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	
Establish an agreed school wide definition/understanding of student success by asking: <ol style="list-style-type: none"> 1. What constitutes student success? (How should student success be defined or described?) 2. How do we promote student success? (What specific types of educational processes contribute to or increase the likelihood of student success?) 3. How can student success be measured or assessed? (What constitutes 'evidence' that student success has been realised and that certain experiences during school are responsible for its realisation?) 					
Build strong staff networks to support and nurture confidence in the capacity of the team to impact students' learning and achieve school goals.					
Use a Cycle of Inquiry approach to identify student learning needs and gaps in teacher knowledge.					
Recognise and reinforce the relationship between student motivation and achievement by reinforcing effort and providing recognition that play in the process of motivating students.					
Establish an 'Academic Showcase' around the school and on the school internet site using a multimedia approach.					
Provide opportunities for students to participate in academic challenges offered outside the school.					
Discuss school wide, "What does 'high academic expectations' mean and look like?" Provide examples for both staff and students of the difference between low and high academic expectations.					
Continue to implement Individual Learning Plans (ILP) to cater for student diversity by involving one or a combination of approaches in relation to curriculum, instruction and the environment.					
The whole school go to an informative Parent/Teacher/Student (Yr3-6) Interview towards the end of Term One of each year that shows data sets pertaining to Academic – (Maths, Writing and Reading), effort and social where teachers, in collaboration with the students, have set three personalised learning goals.					
Encourage student ownership of learning-understanding AusVELS Achievement Statements to be able to collaborate with their teacher to set their next stage of learning.					
Teachers will work with students to remove their inhibitions to growth through ongoing feedback and reinforcement. This could be in the form of student work and goals on display for peer feedback and reflection.					
Teachers foster a culture where students who take risks improve from their mistakes and where effort creates success.					

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	
Identify and audit whole school welfare programs to ensure they are implemented in a sequential way that builds on the strategies students learn from year to year. These programs need continual review and staff training to ensure their effectiveness.					
Collaborate with parents/carers to develop school/family partnership expectations and communicate these to families when students first enrol. The school-family partnership expectations should acknowledge the five facets of trust (benevolence, reliability, competence, honesty and openness).					
Inform families/care givers about positive behaviours, attitudes and actions by maintaining individual student records. This is to provide the opportunity to record positive behaviours, attitudes and actions that can then be relayed (through notes, phone calls, texts, meetings) to families/care givers.					
Continue to enforce 'Beat the Bell' throughout the whole school.					
Adopt the City of Port Phillip's resilience survey to measure students' anxiety levels.					

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	
That all student data is the property of the Department of Education and Training and should be used within the guidelines of the DET.					
Develop a whole school consistent approach to assessment by allocating responsibility to oversee data management to the Leading Teacher.					
All teachers will follow the Assessment Schedule and upload relevant student data to the Student Performance Analyser online portal.					
A Data Strategy Team is formed to build a framework to use student data effectively across the school.					
Investigate forms of assessment to help teachers feel confident in making an accurate assessment of individual students. (eg PAT maths, Year 5/6 Fractions and Decimal Interview.					
Ensure all staff have regular opportunities to observe and be observed by encouraging open door practices. Establish and formalise a school wide routine for teachers to observe best practice and provide feedback.					
Ensure that staff understand the protocols for giving feedback to colleagues, in order to promote the provision of quality feedback, and an open and supportive culture.					
Ensure our School's Strategic Agenda is extended to the broader school community so we all have a clear understanding of our goals set for the life of the Plan.					
Ensure the school's purpose, ethos and values are written in clear and concise language, are part of the discussion/process that takes place with staff, parents and students at the beginning of each year and at the time of student enrolment and are visible in all teaching spaces.					