

# 2016 Annual Implementation Plan: for Improving Student Outcomes

2374

## Kensington Primary School 2016

Based on Strategic Plan 2015 - 2018

### Endorsements

Endorsement by School Principal	Signed..... Name - Mark Ryan Date.....
Endorsement by School Council	Signed..... Name - Stewart Brooke 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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> 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	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

<b>Initiatives Rationale:</b>	
<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>There is still a need for coherence in teacher practise across the school. We are still seeing disparity in what is being taught and how this is being taught across the school. Staff are asking for more consistent approaches to be used and with the new curriculum being implemented staff are wanting to know it better.</p> <p>We have started using a new data platform and staff need to be using this at a higher level to unpack and analyse ongoing assessments to better inform going teacher practise.</p>	
<b>Key Improvement Strategies (KIS)</b>	
<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"> <li>Build teacher capability to improve student outcomes through professional learning with a focus on shared learning, coaching and peer observation and feedback.</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Build the effectiveness of every teacher by implementing an agreed and research-based teaching model and instructional practices school-wide.</li> <li>Embed a whole school approach to the use of data and evidence to track the progress of every student and inform action in all AusVELS domains.</li> <li>Plan for challenging goals and effective feedback for all students and teachers.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve the learning growth of every student in literacy and numeracy.	Targets	Teacher judgements <ul style="list-style-type: none"> <li>80% of students to be at or above the expected AusVELS levels in all English and Mathematics domains.</li> </ul>	NAPLAN <ul style="list-style-type: none"> <li>80% of students in Year 3 to be at or above band 4 in reading and numeracy.</li> <li>70% of students in Year 5 to be at or above band 6 in reading and numeracy.</li> <li>Increase the percentage of students achieving high relative growth in NAPLAN.</li> </ul>	
		12 month targets	Numeracy Naplan results: 80+% of Year 3 at band 4 or higher <b>66%</b> of Year 5 at band 6 or higher. 25% of Year 3-5 relative growth to be high	Reading Naplan results: 80+% of Year 3 at band 4 or higher 70+% of Year 5 at band 6 or higher. 25+% of Year 3-5 relative growth to be high	Relative growth of Year 3-5 targets: Numeracy - 25% of relative growth to be high Reading - 25+% of relative growth to be high Spelling – <b>21%</b> of relative growth to be high Grammar & Punctuation – <b>25%</b> of relative growth to be high Writing – maintain 25+% of relative growth to be high
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
1. Build teacher capability to improve student outcomes through professional learning with a focus on shared learning, coaching and peer observation and feedback.	<ul style="list-style-type: none"> <li>PLT meetings to set goals according to school improvement priorities, with a focus on improving student learning outcomes and improved classroom practice.</li> <li>Whole school PL on Numeracy proficiencies</li> <li>Whole school PL on Numeracy reflections</li> <li>Improve teacher capacity to create open-ended problem solving activities to differentiate curriculum</li> <li>Collegiate visits to have a numeracy focus in 2016</li> <li>Implement Fountas &amp; Pinnell Benchmark Assessment System across the school as per Assessment Schedule; effectively analyse data to plan and implement targeted teaching</li> <li>Improve teacher capacity to plan and</li> </ul>	<ul style="list-style-type: none"> <li>Each team must have a Numeracy &amp; Literacy goal per semester.</li> <li>Whole staff to investigate key proficiencies at each level by working across team levels</li> <li>Reflection tools to be collected by team members.</li> <li>Team members to trial new reflective tools in classrooms.</li> <li>Feedback to AIP team about appropriateness of tools</li> <li>Up-skill AIP team members to develop tasks</li> <li>AIP team members to assist other team members to develop tasks.</li> <li>Each team member to have one visit within the team over the year.</li> <li>Numeracy coach and AIP members to develop key reason for visits</li> <li>PL for class teachers to effectively analyse F&amp;P data and use F&amp;P Continuum to plan targeted teaching and to set individual student goals</li> <li>F&amp;P Continuum used at Unit PLTs and mini team meetings to ensure coordinated planning &amp; implementation in all classrooms</li> <li>AIP team members to investigate evidence</li> </ul>	<ul style="list-style-type: none"> <li>Team leader to set Numeracy/Literacy coach &amp; AIP team leader to track</li> <li>Numeracy coach, AIP leader and team members</li> <li>Numeracy coach, AIP leader and team members</li> <li>Numeracy coach, AIP leader and team members</li> <li>Numeracy coach and team members</li> <li>Literacy coach, AIP leader and team members, F&amp;P provider</li> <li>Literacy Coach, AIP</li> </ul>	<ul style="list-style-type: none"> <li>Start term 1 &amp; 3</li> <li>Early curriculum day</li> <li>Term 1</li> <li>Start term 1, continue throughout the year</li> <li>Throughout the year</li> <li>Unit PLTs T1 – T4,</li> <li>Term 2</li> <li>Unit PLTs T1 – T4,</li> <li>Investigate Sem 1</li> </ul>	<ul style="list-style-type: none"> <li>Team goals are published for all teams to see.</li> <li>Proficiencies are reflected in planners. Teachers are planning activities with proficiencies in mind</li> <li>Numeracy reflections are consistently being used in all classrooms</li> <li>Teachers are utilising school membership of Maths300, Calculating Changes, MAV more often to develop open-ended tasks</li> <li>Each teacher to have completed a collegiate visit and reflection.</li> <li>Increased teacher confidence &amp; competence in administering F&amp;P, analysing data and effectively using the F&amp;P Continuum for targeted teaching and student goal setting</li> <li>Spelling models researched and discussed</li> </ul>

	<ul style="list-style-type: none"> <li>implement a differentiated classroom spelling program</li> <li>Collegiate visits to have a literacy focus in 2016</li> </ul>	<ul style="list-style-type: none"> <li>based models of effective differentiated spelling programs; decide on appropriate school model; share with their teams and at whole school classroom teacher PLTs</li> <li>Each team member to have at least one visit within the team over the year.</li> <li>Literacy coach and AIP members to develop key focus of visits based on elements of best practice as outlined in Literacy Policy</li> </ul>	<ul style="list-style-type: none"> <li>leader and team members</li> <li>Literacy Coach, AIP leader and team members</li> </ul>	<ul style="list-style-type: none"> <li>Implement Sem 2</li> <li>Start term 1, continue throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Commenced partial implementation of agreed spelling model</li> <li>Each teacher to have completed a collegiate visit and written reflection using developed proforma</li> </ul>
<p>2. Build the effectiveness of every teacher by implementing an agreed and research-based teaching model and instructional practices school-wide.</p>	<ul style="list-style-type: none"> <li>Numeracy and Literacy policies to be implemented.</li> <li>Collegiate visits to have a numeracy focus in 2016</li> <li>Collegiate visits to have a literacy focus in 2016</li> <li>Agreed Spelling program will be implemented across the school.</li> <li>Naplan spelling to be analysed.</li> <li>Writing programs to be maintained at existing high level.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy &amp; Literacy policies to be implemented across the school</li> <li>Each team member to have one visit within the team over the year with a Numeracy focus.</li> <li>Numeracy coach and AIP members to develop key reason for visits</li> <li>Each team member to have one visit within the team over the year with a Literacy focus.</li> <li>Literacy coach and AIP members to develop key reason for visits</li> <li>PL for teachers on "Single Word Spelling Test"- using data to identify and plan the effective teaching of spelling strategies</li> <li>Plan and Coordinate a consistent approach to teaching spelling across the school through targeted PLTs, collegiate discussion, sharing practice</li> <li>Discuss and share practice at PLTs to ensure explicit teaching of writing skills using gradual release of responsibility model as per policy evidence through unit and classroom planning documents</li> </ul>	<ul style="list-style-type: none"> <li>AIP leaders</li> <li>Numeracy coach and AIP team members</li> <li>Literacy coach and team members</li> <li>Literacy coach and team members, all teachers</li> <li>Literacy Coach, Unit Leaders, all teachers</li> <li>Literacy coach and team members, all teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Throughout the year</li> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy &amp; Literacy policies approved by school council and implemented.</li> <li>Each teacher to have completed a collegiate visit and reflection on a numeracy focus</li> <li>Each teacher to have completed a collegiate visit and written reflection using developed proforma</li> </ul>
<p>3. Embed a whole school approach to the use of data and evidence to track the progress of every student and inform action in all AusVELS domains.</p>	<ul style="list-style-type: none"> <li>Assessment schedule to be revised and trialled in 2016</li> <li>PLT time for moderation of Numeracy tasks</li> <li>PLT time for moderation of Literacy tasks</li> <li>Numeracy Pre-tests to be completed prior to planning days</li> <li>Sharing of Numeracy pre/post tests across team areas</li> <li>Numeracy and Literacy AIP to track school based assessment (ondemand, AusVELS, ...) over time to check for growth to compare to Naplan results.</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders with Numeracy and Literacy coaches to revise assessment schedule</li> <li>New assessment to be trialled across 2016 and reviewed at the end of the year</li> <li>Teaching teams to develop two tasks to be moderated across the team throughout the year.</li> <li>Teaching teams to develop two writing tasks to be moderated across the team and across the school throughout the year.</li> <li>Numeracy pre-tests to be part of assessment schedule</li> <li>Team leaders to ensure testing is implemented correctly</li> <li>All pre-tests to be stored on school server in the one folder. Individual teachers to consider the needs of students in classroom, according to data</li> <li>Data to be analysed from Accelerus (teacher judgement), SPA (ondemand), Naplan,</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders with Numeracy and Literacy coaches</li> <li>Numeracy &amp; Literacy coaches, AIP leaders and team leaders</li> <li>Numeracy coach and team leaders</li> <li>AIP leader and individual teachers</li> <li>Numeracy &amp; Literacy coaches, AIP leaders &amp; Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Starting 2016</li> <li>Terms 2 &amp; 4 to deliver</li> <li>Terms 1 &amp; 3 to create</li> <li>Prior to planning day</li> <li>Prior to planning day</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>New assessment schedule is developed and followed by all staff.</li> <li>Moderation is minuted in PLT meetings on moderation.</li> <li>Timetable Whole school PLT to moderate writing tasks</li> <li>Teachers come to planning days with data sheet.</li> <li>Teachers come to planning days with data sheet.</li> <li>Data is shared and discussed by the whole staff.</li> </ul>
<p>4. Embed differentiated teaching and personalised learning.</p>	<ul style="list-style-type: none"> <li>One fully integrated P-6 planner to be completed in a new area of Number and Algebra.</li> <li>Numeracy AIP to develop developmental sequence of one or more area without the activities aligned.</li> </ul>	<ul style="list-style-type: none"> <li>Planners for addition/subtraction to be developed</li> <li>Developmental sequence for counting, place value, fractions, time and money</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy coach, AIP leader and team members</li> <li>Numeracy coach, AIP leader and team members</li> </ul>	<ul style="list-style-type: none"> <li>To be completed ready for term 2</li> <li>Term 2 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>P-6 planner is used by all classroom teachers</li> <li>Developmental sequences are ready to be made into planners in 2017.</li> </ul>

	· Literacy AIP to develop developmental spelling sequence	· Developmental spelling sequence to be utilized by teachers to differentiate classroom program.	· Literacy coach, AIP leader and team members	Term 2 and ongoing	· Developmental sequences ready for implementation semester 2.
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# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To establish a rich, relevant, challenging and stimulating learning environment that engenders consistently high levels of student engagement.	Targets	<ul style="list-style-type: none"> <li>Growth in Attitudes to School Survey variable means: Stimulating learning - from 4.18 to 4.30 Teacher effectiveness – from 4.52 to 4.60 Student motivation – from 4.59 to 4.70 School connectedness – from 4.54 to 4.70</li> </ul>	<ul style="list-style-type: none"> <li>Growth in Staff Opinion Survey variable means: Collective responsibility – from 84.81 to State mean, 87+ Collective efficacy – from 77.16 to State mean, 80+ Parent and community involvement – from 82.35 to greater than State mean, 80+</li> </ul>	
	12 month targets	<u>Attitudes to school:</u> Stimulating learning – 4.24 Teacher effectiveness – 4.56 Student motivation – 4.64 School connectedness – 4.62	<u>Staff opinion:</u> Collective responsibility – 87 Collective efficacy – 80+ Parent and community involvement – 80+		
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
1. Plan for challenging goals and effective feedback for all students and teachers.	<ul style="list-style-type: none"> <li>Each unit to assess prior knowledge for Inquiry units of students using a thinking tool.</li> <li>All team planners to include an ICT component.</li> <li>ICT continuum will be utilised across school</li> </ul>	<ul style="list-style-type: none"> <li>Revise thinking tools at AIP level</li> <li>AIP members to become 'experts' for teaching teams</li> <li>Teams will use the appropriate thinking tool for the inquiry</li> <li>ICT leader to liaise with Literacy, Numeracy and Inquiry leaders to adapt planners for inclusion of ICT component.</li> <li>Team leaders to ensure ICT is planned for in all team planners</li> <li>ICT continuum will be utilised by all teams on planning days.</li> <li>ICT members to become experts in the relevant tools to be used in their area</li> </ul>	<ul style="list-style-type: none"> <li>AIP team leader</li> <li>AIP members for teaching team level</li> <li>ICT leaders, AIP team members &amp; Team Leaders</li> <li>ICT leader and AIP members</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 to complete revision.</li> <li>Reminders throughout the year</li> <li>Term 1 and ongoing</li> <li>Term 1 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Each team will be using a thinking tool to assess prior knowledge of students</li> <li>Assessment tool will be reflected in the planning document.</li> <li>All team planners will include an ICT component.</li> <li>ICT will be visible in classroom programs.</li> <li>Differentiated ICT tools and programs will be visible across the school</li> </ul>
2. Embed the effective use of ICT across all levels using both existing and new technologies.	<ul style="list-style-type: none"> <li>Reviews of policies will be complete.</li> <li>Ongoing Professional Learning sessions to be held over the year</li> </ul>	<ul style="list-style-type: none"> <li>Policies will be reviewed and go through school process for School Council approval</li> <li>Staff to have professional learning on Office 365</li> <li>ICT leader to provide support during lunch times</li> <li>Collegiate visits may be used for an ICT focus</li> </ul>	<ul style="list-style-type: none"> <li>ICT leader</li> <li>Office</li> <li>ICT leader</li> <li>AIP team</li> </ul>	<ul style="list-style-type: none"> <li>Term 2 and 3</li> <li>TBD</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Policy is approved by school council</li> <li>All staff are actively using Office 365</li> <li>Time table reflects release of ICT leader for PL</li> </ul>
3. Develop and implement an inquiry learning program.	<ul style="list-style-type: none"> <li>Reviewed, finalised Program of Inquiry to be published and used by staff.</li> <li>Communicate Program of Inquiry to the whole school community.</li> <li>Build staff competencies of the 'Elaborate' stage of the E5 model to strengthen teaching and learning in Inquiry.</li> <li>AIP team to begin throughlines to share with the staff</li> <li>All Inquiry planners to be stored centrally on the server in an Inquiry folder.</li> </ul>	<ul style="list-style-type: none"> <li>New Program of Inquiry will be stored on server (as a PDF) and published in staffroom termly.</li> <li>AIP team members and team leader to refer to published Program of Inquiry prior to planning days</li> <li>2 year program to be published on the website, in newsletter and in staffroom</li> <li>Whole staff to be reintroduced to the 'Elaborate' stage of the E5 model</li> <li>Teachers to determine personal level from profile statements and sets goal within the team</li> <li>Use of time a curriculum day</li> <li>Begin investigating manners in which throughlines can be developed (disciplines, values, concepts?)</li> <li>Planners to be continued to be stored in correct place on server</li> </ul>	<ul style="list-style-type: none"> <li>AIP team leader</li> <li>AIP members for teaching team level &amp; team leaders</li> <li>AIP team leader and office staff</li> <li>AIP leader and team members</li> <li>AIP team leader and team members</li> <li>Team leaders</li> </ul>	<ul style="list-style-type: none"> <li>Each term</li> <li>Beginning of the year and termly for terms 2-4</li> <li>1<sup>st</sup> curriculum day</li> <li>Throughout the year</li> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Evident in planning documents, classrooms displays and teacher work programs</li> <li>Program of Inquiry will be visible and accessible to the whole school community</li> <li>Elaborations are reflected in the planners. All staff will set a personal/team goal. Goals may be reflected in teacher PDP.</li> <li>Decision to made on manner of throughlines for 2017</li> <li>All planners are accessible on the server by the whole staff.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To develop students who are motivated, engaged, resilient and willing to contribute to the wellbeing of others.	Targets	<ul style="list-style-type: none"> <li>Growth in Attitudes to School Survey variable means: Connectedness to school – from 4.54 to 4.7 Connectedness to peers – from 4.36 to 4.5 Classroom behaviour – from 3.4 to 3.5 Student safety – from 4.45 to 4.5</li> </ul>	<ul style="list-style-type: none"> <li>Growth in Parent Opinion survey means: Behaviour management – from 5.81 to 6.0 All student engagement variables to be 6.0 or higher</li> </ul>	<ul style="list-style-type: none"> <li>Growth in Staff Opinion survey Parent and community involvement – <b>maintain state mean, 80+</b> Collective responsibility - <b>from 84.81 to State mean, 87</b></li> </ul>
12 month targets	<ul style="list-style-type: none"> <li><u>Attitudes to school:</u> School connectedness – 4.62 Connectedness to peers – 4.43 Classroom behaviour – 3.45 Student safety – 4.47</li> </ul>	<ul style="list-style-type: none"> <li><u>Parent opinion:</u> Behaviour management – 5.90 Connectedness to peers – 5.99 Student motivation – 5.94 Social skills – 5.93 School connectedness – 5.99</li> </ul>	<ul style="list-style-type: none"> <li><u>Staff opinion:</u> Collective responsibility – 87 Parent and community involvement – 80+</li> </ul>		
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
1. Embed a whole school approach to student wellbeing that includes proactive strategies that focuses on positive relationships, student resilience and individual efficacy.	<ul style="list-style-type: none"> <li>Bounce Back program to include emotional coaching and mindfulness for staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development for staff re emotional coaching</li> <li>Create &amp; Display emotional coaching visual resources for classrooms</li> <li>Share emotional coaching resources &amp; ideas developed by teachers</li> </ul>	<ul style="list-style-type: none"> <li>WO &amp; possible external provider</li> <li>WO &amp; Wellbeing Team</li> <li>Teachers &amp; students within grades</li> </ul>	<ul style="list-style-type: none"> <li>Staff Mtg, 2x30min term1</li> <li>2x 30min term 2</li> <li>By the end of Term 1</li> <li>Staff Mtg, 2x30min term1</li> <li>2x 30min term 2</li> <li>1x30min Term 3</li> <li>1x30min Term 4</li> </ul>	<ul style="list-style-type: none"> <li>Photos of displays in rooms; consistent approach of how Tchrs using emotion coaching lang in classroom</li> <li>Student using and articulating strategies to regulate emotions,</li> <li>Whole grade skill building in emotion regulation/mindfulness</li> <li>Staff discussing and sharing emotional coaching practice in teams and with staff</li> </ul>
	<ul style="list-style-type: none"> <li>Display Visible posters that link with KPS values</li> </ul>	<ul style="list-style-type: none"> <li>Develop Values posters from Student Booklets and display around the school</li> </ul>	<ul style="list-style-type: none"> <li>WO</li> </ul>	<ul style="list-style-type: none"> <li>February</li> <li>Wk 2 Staff mtg – 20 min</li> <li>As required by POI each term</li> </ul>	<ul style="list-style-type: none"> <li>Posters displayed in all room and around the school by the end of February</li> </ul>
	<ul style="list-style-type: none"> <li>Bounce Back to be explicitly linked to Program of Inquiry where applicable</li> </ul>	<ul style="list-style-type: none"> <li>Through POI term planning</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers &amp; POI Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Each Term</li> </ul>	<ul style="list-style-type: none"> <li>Explicit links recorded for trial and saved with POI planning; Record reflections at end of POI units</li> </ul>
	<ul style="list-style-type: none"> <li>Make Links between Bounce Back &amp; Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Through Literacy term planning</li> </ul>	<ul style="list-style-type: none"> <li>Unit team planning</li> </ul>	<ul style="list-style-type: none"> <li>Each Term</li> </ul>	<ul style="list-style-type: none"> <li>Explicit links recorded for trial and saved with POI planning; Record reflections at end of POI units</li> </ul>
	<ul style="list-style-type: none"> <li>Class meetings to continue to drive the democratic process in each class and give students a voice</li> </ul>	<ul style="list-style-type: none"> <li>Set up week - class meetings on the agenda</li> <li>Ongoing discussion &amp; development of effective class meetings through staff meetings, professional development</li> <li>Maintain weekly class meetings</li> <li>Provide opportunities for students to share how class meetings are run with other classes</li> <li>Professional Development for students to develop their skills in leadership and facilitating class meetings</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Class teachers organize buddy grade sharing</li> <li>External Provider or</li> <li>Selected students participate in extra curricula activity during lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>Set up week</li> <li>Term 2 – 5/6</li> <li>Term 3 – 3/4</li> </ul>	<ul style="list-style-type: none"> <li>Student lead class meetings, video tape and share at school meeting</li> <li>Evidenced in class timetables</li> <li>Student lead class meetings, video tape and share at staff /team meetings</li> </ul>
	<ul style="list-style-type: none"> <li>Support the administration of surveys through discussion with student before and after administration of surveys</li> </ul>	<ul style="list-style-type: none"> <li>Link to class meetings, make links explicit for students</li> </ul>	<ul style="list-style-type: none"> <li>5/6 Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>SOP Survey results to be at least at established targets</li> </ul>
	<ul style="list-style-type: none"> <li>Create a range of specific student driven engagement activities outside the classroom that build student relationships and links across the school</li> </ul>	<ul style="list-style-type: none"> <li>Using SRC structure to generate &amp; implement ideas, strategically targeting Gardener's Multiple Intelligences such as science club, construction club, KPS Idol</li> </ul>	<ul style="list-style-type: none"> <li>SRC Leader &amp; student SRC Reps</li> </ul>	<ul style="list-style-type: none"> <li>SRC Initiatives implemented each Term</li> </ul>	<ul style="list-style-type: none"> <li>Student ownership in planning and implementing lunchtime activities</li> <li>Numbers attending</li> <li>Record Student evaluation at the end of each term</li> </ul>
	<ul style="list-style-type: none"> <li>Continue with activities aimed at further developing Collective Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Continue with collective responsibilities such as recycling, litter collection, composting, Year 6 positions of responsibilities, Jump Rope for Heart</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>SRC, Yr 6, all teachers</li> </ul>	<ul style="list-style-type: none"> <li>Establish term 1 and continue throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Record Student evaluation at the end of each term</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to Implement transition activities that build relations and develop confidence &amp; resilience to deal with change.</li> </ul>	<ul style="list-style-type: none"> <li>Cross Grade Activities</li> <li>Prep Buddy Program</li> <li>New Friend Friday</li> <li>Transition Cooking term 4 – cross grade</li> <li>Breadmaking Cooking</li> <li>Timetable in Term 1 for cross grade /cross unit Lunches to support maintaining friendship links</li> <li>Publish articles re Transition activities on KPS website</li> </ul>	<ul style="list-style-type: none"> <li>SRC</li> <li>Transition coordinators</li> <li>Wellbeing Team</li> <li>Kay</li> <li>WO</li> <li>Wellbeing Team</li> <li>Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> <li>Term 4 &amp; 1 &amp; throughout the year</li> <li>November</li> <li>Term 4</li> <li>Term 2,3,4</li> <li>Term 1&amp;4</li> <li>Term 1&amp;4</li> </ul>	<ul style="list-style-type: none"> <li>Student Reflections</li> <li>Monitor Connectedness of students / attendance data</li> <li>Published articles / Feedback from Parents through Education Committee</li> </ul>
2. Consolidate strategies to enhance both home/school partnerships and those with the wider community.	<ul style="list-style-type: none"> <li>Bounce Back Parent Information Session</li> <li>Develop Relationships with the Venny, Hotham Mission, Community Police, Neighbourhood House, MAC, Footscray City College,</li> <li>Continue to provide opportunities for student wellbeing and connectedness and community involvement</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – Overview program</li> <li>Term 3 – Skills development for parents</li> </ul> <p>Community Connections could include:</p> <ul style="list-style-type: none"> <li>Hotham Mission (BOLT Program)</li> <li>Brothers &amp; Sisters Program</li> <li>Science (MAC)</li> <li>Community Police (Yr 6 Transition) etc.</li> <li>Breakfast Club</li> <li>Cooking &amp; Gardening Program</li> <li>Such as KPS Idol</li> <li>Harmony Picnic</li> <li>End of Year Whole School Picnic</li> </ul>	<ul style="list-style-type: none"> <li>WO &amp; Reps from Wellbeing Team</li> <li>WO &amp; Team Leaders</li> <li>WO</li> <li>Cooking Coordinator</li> <li>SRC Coordinator</li> <li>SRC Reps</li> <li>WALT comm &amp; Wellbeing team</li> </ul>	<ul style="list-style-type: none"> <li>March 10<sup>th</sup> TBC</li> <li>August 18<sup>th</sup> TBC</li> <li>Wkly Terms 1, 2, 3, 4</li> <li>Wkly Terms 1, 2, 3, 4</li> <li>Term 4</li> <li>As opportunities present throughout the year</li> <li>March</li> <li>December</li> </ul>	<ul style="list-style-type: none"> <li>Parent Attendance &amp; Feedback</li> <li>Record of involvement in Programs with community organizations; teacher to record Learning Intentions, Success Criteria and Review at the end of each program.</li> <li>WO to review student attendance and success of connection made</li> <li>Student Reflections and Cooking Coordinator End of each Term Review</li> <li>Student Reflections and SRC Coordinator PMI</li> <li>Parent Feedback &amp; Teacher Reviews</li> <li>Attendance, Gather Parent Comments, photo gallery</li> </ul>



# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students.	Targets	<ul style="list-style-type: none"> <li>Growth in Staff Opinion Survey of overall mean score of Professional learning <b>from 70.22 to state mean, 80</b></li> </ul>	<ul style="list-style-type: none"> <li>Growth in Parent Opinion Survey of school improvement from 5.70 to 5.80</li> </ul>	
12 month targets		<p><i>Staff opinion:</i> Professional learning overall score – 78</p>	<p><i>Parent opinion:</i> School improvement – 5.75</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
Annually review the allocation of resources and impact on student learning outcomes; refine and implement recommendations.	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>AIP teams to be using school web site to inform wider community of actions being taken.</li> <li>AIP minutes to be emailed all staff members.</li> </ul> <p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>PL is structured to Strategic Plan goals and is equitable for all staff.</li> <li>PLT meetings to set goals towards achieving a Key Improvement Strategy.</li> </ul> <p><b>Meetings:</b></p> <ul style="list-style-type: none"> <li>Staff and PLT meeting structure to reflect AIP needs, staff priorities and school priorities and is set a term ahead.</li> <li>PLTs to set goals aligned with Key Improvement Strategies.</li> </ul> <p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>Points system for Roles and Responsibilities to be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with school council communication sub committee</li> <li>AIP leaders to keep school community informed of actions through the school website and newsletter</li> <li>AIP leaders will be responsible for ensuring staff have access to meeting minutes</li> <li><b>\$6000</b> for development of new web site and implementation of Office 365</li> <li>Curriculum days to be focused on Strategic Plan goals. School based PL to be based on AIP action in an equitable manner</li> <li><b>\$30000</b> for Collegiate visits based around KIS and teacher needs</li> <li>Team goals to be based on KIS</li> <li>School meetings schedule set term ahead</li> <li>Teams to set PLTs term ahead</li> <li>Team goals to be based on KIS</li> <li><b>\$8000</b> for release of leaders to implement needs as per teams and AIP</li> <li>Roles and responsibilities for individuals to be decided upon in Dec 2015, final decision to be made by the principal.</li> <li><b>\$10000</b> new ES staff to support classroom programs</li> </ul>	<ul style="list-style-type: none"> <li>AIP team member</li> <li>AIP leaders</li> <li>AIP leaders</li> <li>Communication sub-committee</li> <li>School leadership and AIP leaders</li> <li>Team Leaders</li> <li>Leadership team and team leaders</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Middle term before</li> <li>Before / during planning week</li> <li>Decision made Dec 2015, roles to start 2016</li> </ul>	<ul style="list-style-type: none"> <li>AIP actions will be visible and accessible to the whole school community</li> <li>All AIP minutes will be emailed to staff and available on the server.</li> <li>Consistent use of web site by while school community</li> <li>Whole staff are using Office 365</li> <li>PL attended in and out of school hours has been aligned to strategic plan goals.</li> <li>Teaching team goals are published and minutes reflect working towards goals.</li> <li>Meeting structure is set in advance and reflects needs of strategic plan</li> <li>Roles and Responsibilities are shared equitably across the staff.</li> <li>Improved outcomes in Student attitudes to school survey</li> </ul>

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