

2016 Annual Implementation Plan: for Improving Student Outcomes

5507

Pakenham Springs Primary School 2016

Based on Strategic Plan 2016 - 2020

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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

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

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

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

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

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

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

Summary page: the school's priorities and initiatives

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

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	<input type="checkbox"/>
	Curriculum planning and assessment	<input type="checkbox"/>
Professional leadership	Building leadership teams	<input type="checkbox"/>
Positive climate for learning	Empowering students and building school pride	<input type="checkbox"/>
	Setting expectations and promoting inclusion	<input type="checkbox"/>
Community engagement in learning	Building communities	<input type="checkbox"/>

Proving student learning outcomes,

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>In 2015 we conducted a School Peer Review facilitated by Ed Solutions (Jill Jackson) which provided a rigorous and thorough process which identified future work . Highlighted throughout the Peer review and the School Self evaluations were the following areas to further progress already existing work in Academic achievement, Engagement, Wellbeing and Productivity.</p> <p><u>Student achievement</u></p> <p>The suggested goal is: To improve learning growth for all students in literacy and numeracy.</p> <p>The professional learning community that is firmly established at the school has been instrumental in successfully implementing a structured whole school approach to improving student achievement. The panel strongly endorsed that this work should continue. A strong focus on articulating and embedding a whole school learner-centred pedagogical model to ensure consistent teaching and learning practice in each classroom was suggested as the next important work for the school to continue. Creating a common language around what good teachers do and what good learners do was suggested. Essential skills and key knowledge (power standards) focus the work of teachers and it was suggested this could be broadened to ensure students gain concepts in authentic learning contexts enabling transfer of learning to new situations. Initially this may include a focus on mathematics. A strategy to deepen teacher and student capacity to assess and use evidence to inform teaching at each student's point of need was suggested. To strengthen practice it was suggested that greater consistency across sub-schools and tracking student progress be a focus. Building the instructional capacity of leaders across the school to lead professional learning communities and enhancing processes for feedback and coaching to improve teacher practice will continue to build the professional learning community.</p> <p><u>Student engagement</u></p> <p>The suggested goal is: To strengthen student engagement in their learning and develop creative, curious and motivated learners.</p> <p>The panel suggested that student engagement will be strengthened as students have greater choice and understanding of themselves as learners within a learning context where learning is purposeful and personalised and tasks are authentic. A key strategy was suggested to develop student voice in a learning environment that stimulates interest, curiosity and critical thinking and connectedness to their school, community and globalised world. The school plans to develop an inquiry approach to science, build interest and engagement in writing (especially for boys) and embed digital technologies as tools in purposeful learning.</p> <p><u>Student wellbeing</u></p> <p>The suggested goal is: To have a safe, orderly and engaging learning environment where there are constructive and positive relationships between students, between staff and students, and between school and parents.</p>

The school has developed a range of strategies to cater for the wellbeing of students. It was suggested that a co-constructed framework consistent with the school values be developed to align the school's approaches. The framework would underpin relationships and ensures a safe, orderly and engaging learning environment. It was suggested that the school embed a consistent approach to restorative practices and continue to skill staff in behaviour management. Developing greater opportunities for authentic student leadership was recommended. The new Victorian Curriculum has general capabilities (critical and creative thinking, ethical, intercultural, personal and social) and a focus on respectful relationships. The school plans to embed these across the curriculum and within the framework.

The importance of strong partnerships with parents and carers was acknowledged. The school plans to build on current practice and strengthen communication and relationships and student wellbeing and learning.

Productivity

The suggested goal is: To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.

The panel recommended that the school evaluate key resourcing measures and strategically design resource allocation to support school improvement goals and priorities. It was suggested that resourcing should facilitate the work of the professional learning community and build the capacity of leaders and staff to improve student achievement, engagement and wellbeing. A priority to review and refine intervention for students was suggested.

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

Initiative:	KIS
<p>To improve learning growth for all students in literacy and numeracy.</p>	<ul style="list-style-type: none"> • Collectively refine, articulate and embed out learner centred pedagogical model. • Refine teacher knowledge, skill and understanding to enable deeper learning for students. • Grow instructional leadership and teacher capacity within the professional learning community.
<p>To strengthen student engagement in their learning and develop creative, curious and motivated learners</p>	<ul style="list-style-type: none"> • Develop a school wide framework of understanding for student engagement in relation to student learning. • Refine teacher skill and knowledge to ensure teachers develop a deeply engaging learning environment for all students •
<p>To have a safe, orderly and engaging environment where there are constructive and positive relationships between students, between staff and students and between school and parents.</p>	<ul style="list-style-type: none"> • Develop a co constructed school wide framework inclusive of our values that underpins our relationships and the learning environment. • Build the capacity of all staff to implement our agreed evidenced based approach to student well Being.
<p>To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.</p>	<ul style="list-style-type: none"> • Strategically design resource allocation to support school improvement goals and priorities. • To build the capacity of staff to deliver on the key improvement strategies with the Annual Implementation Plan.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals

To improve learning growth for all students in literacy and numeracy.

Targets

Student NAPLAN relative Growth Data in all areas will show a reduction in the percentages of students who are making low Growth and an increase in the percentage making high growth.

	Reading	Writing	Numeracy
Low Growth	25%	30%	23%
Medium Growth	50%	45%	55%
High Growth	25%	25%	22%

Teacher Judgements – Vic Vels

Average The average Percentage of Prep- 6 Students achieving one year or more expected growth to increase from:

	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Reading							
Writing							
Numeracy							

12 month targets

Student NAPLAN relative Growth Data in all areas will show a reduction in the percentages of students who are making low Growth and an increase in the percentage making high growth.

	Reading	Writing	Numeracy
Low Growth	30%	27%	30%
Medium Growth	50%	50%	35%
High Growth	20%	23%	35%

SMART GOALS – NUMBER

Prep	Yr 1	Yr2	YR3	Yr 4	Yr 5	Yr 6
8% working above the expected standard. 90% at the expected level.	We will increase the number of students working above the expected standard to 30% We will decrease the number of students working below the expected standard to 1%	We will increase the number of students working above the expected standard to 35% (52 students) We will decrease the number of students working below the expected standard to 7% (10 students)	We will increase the number of students working at or above the expected standard to 95% We will decrease the number of students working below the expected standard to 5 %	We will increase the number of students working above the expected standard to 25% We will decrease the number of students working below the expected standard to	We will increase the number of students working above the expected standard to 23% We will decrease the number of students working below the expected standard to 8	We will increase the number of students working above the expected standard to 15% We will decrease the number of students working below the expected standard to 8% (10 students)

READING

Prep	Yr 1	Yr2	YR3	Yr 4	Yr 5	Yr 6
10% working above the expected standard. 90% at the expected level.	We will increase the number of students working above the expected standard to 36% We will decrease the number of students working below the expected standard to 4%	We will increase the number of students working above the expected standard to 50% (74 students) with some comprehension. We will decrease the number of students working below the expected standard to 5%	We will increase the number of students working above the expected standard to 55% (81 students) We will decrease the number of students working below the expected standard to 5 % (7 students)	We will increase the number of students working above the expected standard to 20% We will decrease the number of students working below the expected standard to 6%	We will increase the number of students working above the expected standard to 25% We will decrease the number of students working below the expected standard to 4%	We will increase the number of students working above the expected standard to 25% We will decrease the number of students working below the expected standard to 10%

WRITING

Prep	Yr 1	Yr2	Yr 3	Yr 4	Yr 5	Yr 6
5% working above the expected standard. 90% at the expected level.	We will increase the number of students working above the expected standard to 30% We will decrease the number of students working below the expected standard to 4%	We will increase the number of students working above the expected standard to _% We will decrease the number of students working below the expected standard to	We will increase the number of students working above the expected standard to 30% We will decrease the number of students working below the expected standard to 10%	We will increase the number of students working above the expected standard to 15% We will decrease the number of students working below the expected standard to 12%	We will increase the number of students working above the expected standard to 21% We will decrease the number of students working below the expected standard to 12%	We will increase the number of students working above the expected standard to 25% We will decrease the number of students working below the expected standard to 10%

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
Collectively refine, articulate and embed out learner centred pedagogical model.	Undertake a process to audit current practice and define and articulate a learner centred instructional model. Increase a focus on the elements of the instructional model that focuses on constructing meaning and application to demonstrate deep learning	Explore the model throughout the staff meetings. Focus on the elements of the model for discussion at PLT meetings. Trial elements of the model through the facilitator meetings, Staff meetings, PLT's and Planning days	Leadership team	Term 2 & 3	The model will be developed and then overlayed on the PLC structures demonstrating the connections to the work. Staff will be able to articulate how the Instructional model supports the PLC structures and work within, The model will be discussed in the PLC meetings and used as a reference to progress discussions and actions. This will be shown within the Agenda and in team actions resulting the from the PLT and planning day meetings. Leadership will also refer to the model when conducting meeting s and this will also be reflected in the minutes and subsequent actions. The model will be explained and added to the staff information/Handbook and reflected in the Facilitators handbook.
Refine teacher knowledge, skill and understanding to enable deeper learning for students.	Validate multiple forms of evidence to inform teacher judgement Refine CFAT assessments to test for the application and transfer of knowledge. Build knowledge of the developmental continuum (concepts) in mathematics to support enduring understandings in student learning. Use proficiency scales, focussing on pre	Allocated professional learning sessions in PD schedule each term. Focus on assessment, differentiated classrooms and open ended tasks Use the PLT common meeting structure along with the Professional learning schedule to ensure time and resources are allocated to moderation of student work samples. Implement PAT Maths and Teacher	Leadership team Facilitators	Each term Planning days PLT meetings Staff meetings	PD calendar distributed each term outlining the Staff meeting PD to be undertaken. Growth Data from CFATS will demonstrate improvement. The effect size for each CFAT will be measured and discussed at PLT and intervention planning times. This will be minuted. A variety of assessments will be used and documented by the PLT teams. Established Yearly SMART Goals for Literacy and Numeracy provided by the PLT teams. Feedback of progress towards SMART Goals minuted in AP/ Facilitator meetings. Tracking of progress towards SMART Goals undertaken by PLT teams and recorded by the facilitator. Regular Feedback about progress of teams to Leadership through the Leadership Meeting cycle. PAT maths will be conducted and a data analysed through the PLT meetings.

	<p>requisite concepts to better target learning and increase professional dialogue.</p> <p>Build knowledge of Student Performance Analyser (SPA), and ability to analyse data for improved differentiated instruction.</p>	<p>Resource Centre to aid teachers in assessing and targeting conceptual understanding in Mathematics. Focus on tracking and building developmental understanding and growth.</p> <p>Audit proficiency scales in mathematics in line with the Vic Curriculum. Create a collection of CFATS and other assessment tools to support assessment of students ZPD.</p> <p>Continue work on Linking learning Project with focus on oral language</p> <p>Implement the SPA program</p>	<p>Danny and Renee</p> <p>Vicki and Bec Facilitators</p> <p>Natalie Alpine and Linking Learning team</p> <p>Danny Scott</p>	<p>PLT meetings Planning Days PD from ACER</p> <p>Planning days PLT meetings</p>	<p>Staff will have completed training and begin to use the resource centre as part of their intervention and pacing guide planning. This will be evident in the PLT minutes.</p> <p>Oral language Power standards will be refined by the PLTs and added to the Power Standard Folders. Oral language activities will become a regular part of the Staff meeting PD.</p> <p>Linking Learning reports will document ongoing development of the program.</p> <p>Use of Student Performance Analyser (SPA), and school based assessment tools and resources to inform and target improvement strategies</p>
<p>Grow instructional leadership and teacher capacity within the professional learning community.</p>	<p>Deepen the level of professional dialogue to evidence enduring understandings.</p> <p>Continue to invest in facilitator capacity to organise and host PLC process powerfully.</p> <p>Define the purpose and agenda of leadership meetings and forums to drive improvement.</p>	<p>Provide readings and set reflection time in our Staff meetings.</p> <p>Create a Facilitator handbook</p> <p>Invest in Professional development programs through Bastow – Leading literacy and Leading Numeracy.</p> <p>Provide cognitive coaching to AP team to support their work with the weekly facilitator meetings</p>	<p>Leadership</p> <p>Cameron</p> <p>Amy Rewell Renee Cotterell Natalie Alpine</p> <p>Bec Garrow Jane King Vicki Miles</p> <p>Leadership Team</p>	<p>Yearly</p> <p>Mid term 2</p> <p>Term 2,3 & 4</p>	<p>Performance and Development plans will reflect teacher's intention to grow professionally and the evidence throughout the review process will indicate change in relation to the growth.</p> <p>Facilitator Handbook will be collaboratively created by the Facilitator team. A new induction process will be conducted towards the end of the year once Facilitators for 2017 have been nominated.</p> <p>Staff will have completed the training through Bastow and will have presented to Staff on the learnings gained through the Process.</p> <p>Staff Survey results demonstrating professional growth is at or above state means.</p>

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT								
Goals	To strengthen student engagement in their learning and develop creative, curious and motivated learners	Targets	Combined Mean Score for 5-6 - Targets for Strategic Plan Period					
			2015	2016	2017	2018	2019	
			Classroom behaviour					
			Connectedness to peers	4.45	4.75	5.00	5.25	5.50
			Student Safety					
			Student Distress					
			Student Morale					
			Learning Confidence	4.17	4.25	4.75	5.00	5.25
			School Connectedness	4.42	4.50	4.75	5.00	5.25
			Stimulating Learning	4.4	4.75	5.00	5.25	5.50
			Student Motivation	4.62	4.7	5.0	5.25	5.50
			Teacher Effectiveness					
			Teacher Empathy					
			Remain above State Means for all elements of the Attitude to School Survey. <ul style="list-style-type: none"> Improve elements of the student Attitudes to School Survey of school connectedness to at least 4.7. Remain above the State mean for all elements of the Attitudes to school Survey 					
		12 month targets	See Above					
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			
Develop a school wide framework of understanding for student engagement in relation to student learning.	Research Student engagement models of practice that promote student learning. Clearly define student engagement for (parents teachers and students) in learning and be able to clarify and communicate this effectively.	Research Marzano engagement strategies Revisit and retrain staff in the use of Restorative Practice philosophy and scripts. Develop the student engagement and Well being policy in line with the department requirements	Cameron Scott Danny	Term 2 & 3 Term 3 & 4	Staff meeting presentations reflecting best practice ideas gained from research. Restorative scripts developed for the Reflection room, Leadership Conversations and for classroom re Entry/. Documented whole school engagement and wellbeing processes. Improved Attitudes To School Survey data including school and peer connectedness and student safety. Reflection room register and records showing decline of students requiring reflection. Audit current Well Being Capabilities			
Refine teacher skill and knowledge to ensure teachers develop a deeply engaging learning environment for all students	Build deep knowledge of the Student engagement framework for staff and community. Lead professional conversations to monitor and evaluate evidence of student engagement.	Professional Development sessions through staff meetings to include Marzano's engagement strategies and restorative practice circle time. Use the national school safety framework tools to inform the development of an action plan. Include the SRC and school Leader representatives in the development of student voice throughout the school. Introduce the Better Buddies program to Prep and Yr 4s. Include program into Assemblies and the current Wellbeing hour	Danny Cameron Scott Leadership Team Rosemary Bec and Renee Renee Natalie Higgins	Term 2 & 3 Term 2, 3 & 4 Term 2 & 3 Term 1 - ongoing	Presentation made to staff. Staff reflections Work Programs inclusive of Circle time. Improved outcomes on the National Safe Schools Audit tool. School Leaders Program developed and documented. SRC minutes Development of Better Buddies Planner Documented Work programs Website and Newsletter Focus. Better Buddies Audited within the Social Capabilities Student/ Teacher feedback			

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING																																																		
Goals	<p>To have a safe, orderly and engaging environment where there are constructive and positive relationships between students, between staff and students and between school and parents.</p>	Targets	<p>Combined Mean Score for 5-6 - Targets for Strategic Plan Period</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td style="background-color: yellow;">Classroom behaviour</td> <td style="background-color: green;">3.92</td> <td>4.00</td> <td>4.25</td> <td>4.50</td> <td>5.00</td> </tr> <tr> <td style="background-color: yellow;">Student Safety</td> <td style="background-color: red;">4.31</td> <td>4.5</td> <td>4.75</td> <td>5.00</td> <td>5.25</td> </tr> <tr> <td style="background-color: yellow;">Student Distress</td> <td style="background-color: green;">6.28</td> <td>6.30</td> <td>6.50</td> <td>6.60</td> <td>6.70</td> </tr> <tr> <td style="background-color: yellow;">Student Morale</td> <td style="background-color: green;">6.04</td> <td>6.15</td> <td>6.30</td> <td>6.40</td> <td>6.50</td> </tr> <tr> <td style="background-color: yellow;">Teacher Effectiveness</td> <td style="background-color: green;">4.58</td> <td>4.70</td> <td>5.00</td> <td>5.10</td> <td>5.20</td> </tr> <tr> <td style="background-color: yellow;">Teacher Empathy</td> <td style="background-color: green;">4.61</td> <td>4.70</td> <td>4.80</td> <td>4.90</td> <td>5.00</td> </tr> </tbody> </table> <p>Remain above State Means for all elements of the Attitude to School Survey.</p>				2015	2016	2017	2018	2019	Classroom behaviour	3.92	4.00	4.25	4.50	5.00	Student Safety	4.31	4.5	4.75	5.00	5.25	Student Distress	6.28	6.30	6.50	6.60	6.70	Student Morale	6.04	6.15	6.30	6.40	6.50	Teacher Effectiveness	4.58	4.70	5.00	5.10	5.20	Teacher Empathy	4.61	4.70	4.80	4.90	5.00			
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Develop a co constructed school wide framework inclusive of our values that underpins our relationships and the learning environment.	Revisit our beliefs and understandings that underpin our approach to student Well Being.	Research TRIBES and PSWB and select an approach to school behaviour and values.	Leadership team and Facilitators	Term 1	Program initiative selected and Professional Development Sourced and organised.																																													
	Undertake a process to review our behaviour management processes to refine practice based on evidence of best practice.	Review process will look at current practice through Staff meetings. Staff to identify current strengths and weaknesses.	Leadership Well Being Team	Term 2, 3 & 4	Artefacts from staff meeting will reflect activities undertaken in this area. Work Programs will reflect use of TRIBES.																																													
	Articulate our staged response to intervention and plans around Tier 3 behaviours.	Develop PD and information guidelines around this intervention. Develop a common format for the BMPs.	Leadership Well Being team	Term 2	Behaviour Management plans will be created and communicated clearly to all within the school. Specific programs will be conducted by the Well Being Coordinator or proxies.																																													
	Develop a staged response to Yard behaviour, Including the use of restorative scripts.	Develop PD and information guidelines around this intervention.	Leadership Well Being team	Term 2	Yard duty review will be undertaken and changes implemented. Restorative scripts will be included in the Yard duty Folders. Training will be completed in the use of restorative scripts. And agreements. Current records will reflect decreasing numbers of repeat students to the reflection room. School based student survey results will demonstrate improvement in all areas.																																													
Build the capacity of all staff to implement our agreed evidenced based approach to student Well Being.	Build the capacity of all staff to implement our agreed evidenced based approach to Well Being.	Revisit and retrain staff in the use of Restorative Practice/ TRIBES.	Vicki	Term 2,3 & 4	Training will be organised.																																													
	Clarify and communicate practices associated with the gameboard.	Revisit the gameboard in Staff meetings.	Leadership		Presentation made to the staff.																																													
	Build teacher capacity to support learning behaviours by providing a variety of tools, from evidenced based practice.	Provide professional Development in chosen Behaviour management model through curriculum days and meeting structure.	Vicki		Professional develop series actioned.																																													

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.	Targets	<i>Improved performance in staff and parent surveys. Scores for Staff survey (variables: staff satisfaction, professional growth) and parent survey (school improvement, and general satisfaction) to be at or above state means.</i>		
		12 month targets	AIP targets will be met whilst maintaining a resourcing surplus.		
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
Strategically design resource allocation to support school improvement goals and priorities.	<p>Continue to prioritise dedicated time for PLC, Facilitator and leadership meetings.</p> <p>Resource literacy and numeracy through budget allocation.</p> <p>Evaluate the productivity of key resourcing measures (Intervention, Peer observations, SSG's,)</p> <p>Refine the process for peer observations and articulate the purpose of the changes.</p>	<p>Ensure timetable is developed to include prioritised time for PLT's,</p> <p>School budget reflects support or initiatives Nominated Budget manager for each of literacy and Numeracy areas.</p> <p>Staff audit of strengths and Weakness. Staff consultation and input in to process design and outcomes.</p>	<p>Leadership Team</p> <p>Vicki</p>	<p>Prior to 2016 Termly for planning weeks</p> <p>Term 1</p>	<p>Timetables established. Changes recorded and staff consultative process and results recorded (staff meeting leadership and PLT minutes.)</p> <p>School Council endorsement of the School Budget. Audit of resources purchased and use thereof.</p> <p>Audit completed and action plans developed inclusive of staff feedback.</p>
To build the capacity of staff to deliver on the key improvement strategies with the Annual Implementation Plan.	<p>Use all the elements of our current learning architecture to build teacher capacity to implement an instructional model.</p> <p>Build the capacity of the leadership team to lead the work around evidence and enduring understandings.</p>	<p>Structure timetable to ensure leadership support for modelling and cognitive coaching of facilitators.</p> <p>Provide opportunity and mentoring of key staff to undertake roles aligned with the strategic plan and AIP.</p> <p>Provide role clarity through role descriptions co designed with the staff member.</p> <p>Encourage leadership development through the PDP process and provision of high quality PD which aligns with the strategic direction and AIP actions.</p> <p>Increased leadership attendance at Planning days and PLTs</p>	<p>Leadership Team</p> <p>Vicki</p> <p>Vicki</p> <p>Leadership Team</p> <p>Leadership Team</p>	<p>Termly</p> <p>Ongoing</p>	<p>Leadership minutes and staff meeting minutes to reflect the ongoing discussion regarding the best use of time within the school to support the PLC framework/processes.</p> <p>Facilitator/AP meeting notes Team reflection audits and data analysis of leadership team practice.</p> <p>Evidenced by the Professional development undertaken by members for staff.</p> <p>Role descriptions designed.</p> <p>PDP documentation and staff reflections from PD.</p>

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	