

# 2016 Annual Implementation Plan: for Improving Student Outcomes

649

## Werribee Primary School 2016

Based on Strategic Plan 2016-2019

### Endorsements

Endorsement by School Principal	Signed..... Name: David Quinn Date.....
Endorsement by School Council	Signed..... Name: Noel Savory 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	

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>This AIP is Year 1 of the 2016-2019 Strategic Plan. Following the School Self - Evaluation and Review in 2015, it was noted that the school could not articulate an instructional model used consistently across the school. McREL will professionally develop the staff to implement Classroom Instruction that Works as our instructional model. This is to reduce variability between classrooms and to build quality and effective teaching in every room. It was also noted that there was a misalignment between student NAPLAN data and Teacher Judgements. Our focus will be on collaborative planning and a collective responsibility for all students by staff with a particular focus on data, evidence, intervention responses and explicit teaching. The establishment of a guaranteed and viable curriculum that is documented, horizontally and vertically aligned will support this initiative. The Self Evaluation also indicated the need to focus on student achievement growth to ensure all students are moving forward regardless of their background and starting points on the continuum.</p> <p>Previous Attitudes to School Survey and Parent Opinion Surveys highlighted that Classroom Behaviour and Student Safety are areas for improvement. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. Positive relationships and high levels of relational trust are related to maintaining high levels of student outcomes. The School Wide Positive Behaviours School (SWPBS) framework along with Restorative Practices will be used to target improvement in these areas. Other data sources from the Self Evaluation also indicated the high need for engagement and wellbeing programs and support personnel to be implemented and available across the school.</p>	
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"> <li>Establish a consistent whole school approach to teaching and learning through the development of an agreed school wide instructional model. (Classroom Instruction that Works)</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Build high impact collaborative practices through:                             <ul style="list-style-type: none"> <li>collaborative planning</li> <li>collective responsibility for all students</li> <li>- documented curriculum, assessment and shared pedagogical approaches</li> <li>- moderation of common assessment tasks</li> </ul> </li> <li>data collection, analysis and evaluation of student learning growth over time</li> </ul>
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> <li>Maintain consistent implementation of the SWPBS framework and linking Real Schools to this framework.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																																											
<b>Goals</b> To improve the educational outcomes for all students through: <ol style="list-style-type: none"> <li>The implementation of a guaranteed and viable curriculum</li> <li>Effective teaching in every classroom.</li> </ol>	<b>Targets</b> By 2019 in Reading, Writing and Number the: <ul style="list-style-type: none"> <li>Teacher Judgement whole school mean growth to be at or above 1.2</li> <li>NAPLAN matched cohort mean growth to be at or above 25% that of the state mean growth</li> <li>NAPLAN high Relative Gain to be at or above 30%</li> <li>NAPLAN low Relative Gain to be below 20%</li> <li>Increase the percentage of students performing in the top 3 National Bands in Years 3 &amp; 5 to above 60%</li> </ul> Fountas and Pinnell Reading Benchmarks <ul style="list-style-type: none"> <li>Foundation - 100% of students (deemed capable) reaching expected level of D or above by the end of the year.</li> <li>Foundation 30% of students achieving above expected level to reach level F or I</li> <li>Foundation students deemed below expected level A &amp; B in Fountas and Pinnell by November of each year to be assessed using ABLES.</li> </ul> By 2019 the Staff Opinion Survey to show an increase in component mean scores in: <ul style="list-style-type: none"> <li>Collective Efficacy =&gt; 80</li> <li>Teacher Collaboration =&gt; 85</li> <li>Collective Focus on Student Learning =&gt; 90</li> <li>Guaranteed and Viable Curriculum =&gt; 90</li> </ul> High Reliability Schools Effective Teaching Survey to increase each year from 2016 baseline data.																																																																										
	<b>12 month targets</b> <b>Teacher Judgements – Whole School Mean Growth</b> <table border="1"> <thead> <tr> <th>The whole school mean growth scores will show improvement in:</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0.94</td> <td>1.0</td> </tr> <tr> <td>Writing</td> <td>0.92</td> <td>0.98</td> </tr> <tr> <td>Number</td> <td>0.90</td> <td>0.95</td> </tr> </tbody> </table> <b>Fountas and Pinnell Reading Benchmarks</b> <ul style="list-style-type: none"> <li>Foundation -90% of students (deemed capable) reaching expected level of D or above by the end of the year.</li> <li>Foundation 30% of students achieving above expected level to reach level F or I</li> <li>Foundation students deemed below expected level A &amp; B in Fountas and Pinnell by November to be assessed using ABLES.</li> </ul> <b>NAPLAN</b> <table border="1"> <thead> <tr> <th>The matched cohort mean growth scores above state growth in:</th> <th>2013 -15</th> <th>2014 -16</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17.39</td> <td>=&gt;20</td> </tr> <tr> <td>Writing</td> <td>-3.1</td> <td>=&gt;10</td> </tr> <tr> <td>Number</td> <td>20.04</td> <td>=&gt;23</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Increase the percentage of students with high Relative Gain in:</th> <th>2013 -15</th> <th>2014 -16</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22.6</td> <td>=&gt;25</td> </tr> <tr> <td>Writing</td> <td>17.0</td> <td>=&gt;20</td> </tr> <tr> <td>Number</td> <td>28.8</td> <td>=&gt;30</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reduce the percentage of students with low Relative Gain in:</th> <th>2013 -15</th> <th>2014 -16</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23.1</td> <td>&lt;20</td> </tr> <tr> <td>Writing</td> <td>34.0</td> <td>&lt;30</td> </tr> <tr> <td>Number</td> <td>23.1</td> <td>&lt;20</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Increase the percentage of students performing in the top 3 National Bands in Years 3 &amp; 5</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48.22</td> <td>&gt;52</td> </tr> <tr> <td>Writing</td> <td>64.29</td> <td>&gt;68</td> </tr> <tr> <td>Number</td> <td>45.62</td> <td>&gt;50</td> </tr> </tbody> </table> <b>Staff Opinion Survey</b> <table border="1"> <thead> <tr> <th>Increase component Prin/Teach mean scores in:</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>67.77</td> <td>&gt;70</td> </tr> <tr> <td>Teacher Collaboration</td> <td>74.50</td> <td>&gt;78</td> </tr> <tr> <td>Collective Focus on Student Learning</td> <td>83.83</td> <td>&gt;85</td> </tr> <tr> <td>Guaranteed and Viable Curriculum</td> <td>80.17</td> <td>&gt;83</td> </tr> </tbody> </table>	The whole school mean growth scores will show improvement in:	2015	2016	Reading	0.94	1.0	Writing	0.92	0.98	Number	0.90	0.95	The matched cohort mean growth scores above state growth in:	2013 -15	2014 -16	Reading	17.39	=>20	Writing	-3.1	=>10	Number	20.04	=>23	Increase the percentage of students with high Relative Gain in:	2013 -15	2014 -16	Reading	22.6	=>25	Writing	17.0	=>20	Number	28.8	=>30	Reduce the percentage of students with low Relative Gain in:	2013 -15	2014 -16	Reading	23.1	<20	Writing	34.0	<30	Number	23.1	<20	Increase the percentage of students performing in the top 3 National Bands in Years 3 & 5	2015	2016	Reading	48.22	>52	Writing	64.29	>68	Number	45.62	>50	Increase component Prin/Teach mean scores in:	2015	2016	Collective Efficacy	67.77	>70	Teacher Collaboration	74.50	>78	Collective Focus on Student Learning	83.83	>85	Guaranteed and Viable Curriculum	80.17
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**High Reliability Schools Effective Teaching Survey**

- *Collect baseline data and establish targets*

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
Implement 'Classroom Instruction that Works' as the school's instructional model.	Provide Professional Learning for all Principal Class Officers and Teacher Class staff	<ul style="list-style-type: none"> <li>- 3 day program offered by McREL (41 staff @ \$150/day/person)</li> <li>- Purchase handbooks x40 (\$1610)</li> <li>- Purchase text books x25 (\$860)</li> <li>- CRTs to release staff for Day 2 of the program (5x \$320)</li> <li>- 2 Curriculum Days for Day 1 and Day 3</li> </ul>	Leadership Team and all Teaching Staff	Day 1 – 27/01/16 Day 2 – 1, 2, 3/03/16 Day 3 - 02/05/16	School wide instructional model used by all teaching staff: <ul style="list-style-type: none"> <li>- Identifying similarities and differences</li> <li>- Summarising and note taking</li> <li>- Homework</li> <li>- Non-linguistic representation</li> <li>- Co-operative learning</li> <li>- Setting objectives and providing feedback</li> <li>- Generating and testing hypotheses</li> <li>- Cues, questions &amp; advance organisers</li> </ul> Staff completed Teaching and Learning Module in the Staff Opinion Survey and targets set for the following year's AIP <ul style="list-style-type: none"> <li>- Collective Efficacy</li> <li>- Teacher Collaboration</li> <li>- Collective focus on student learning</li> <li>- Guaranteed and Viable Curriculum</li> </ul> Increase in Student Opinion Survey results <ul style="list-style-type: none"> <li>- Teacher Effectiveness</li> <li>- Stimulating Learning</li> <li>- Student Motivation</li> <li>- Learning Confidence</li> <li>- Classroom Behaviour</li> </ul> Increase in Parent Opinion Survey <ul style="list-style-type: none"> <li>- Stimulating Learning</li> <li>- Student Motivation</li> <li>- Homework</li> <li>- Learning Focus</li> <li>- Reporting &amp; Feedback</li> <li>- School Improvement</li> <li>- Classroom Behaviour</li> </ul>
Establish a documented guaranteed and viable curriculum with guaranteed vocabulary in each Year Level and across all curriculum areas.	Implement the Victorian Curriculum in Mathematics <ul style="list-style-type: none"> <li>- Establish Essential Learning</li> <li>- Develop documented 'Pacing Guide'</li> <li>- Develop Proficiency Scales</li> <li>- Develop moderation tasks</li> <li>- Develop guaranteed mathematical vocabulary for each Year Level</li> </ul>	Create an enabling timetable and meeting schedule for coaching, Year Level meetings with leadership and Professional Learning in Mathematics.	Assistant Principal	Term 1	<ul style="list-style-type: none"> <li>• Guaranteed and Viable Mathematics curriculum established and documented in line with the Victorian Curriculum.</li> <li>• Pacing Guide documented and guaranteed vocabulary established in Mathematics</li> <li>• Mathematics Essential Learning and Proficiency Scales developed, documented and utilised</li> <li>• Mathematical Vocabulary developed for each year level</li> <li>• Common planners in Mathematics established</li> <li>• Moderation Tasks in Mathematics developed</li> <li>• Planners to reflect explicit teaching of Mathematics</li> <li>• Teacher P&amp;D Goals aligned to 2016 AIP</li> <li>• Established timetable and meeting schedule for the year</li> </ul>
		PDP goals linked to the implementation of the Mathematics Victorian Curriculum	Leadership Team	Term 1	
		Appoint Mathematics Leader through Expression of Interest from internal staff	Principal Class Officers	Term 1	
	Develop monitoring and evaluation systems and timelines in Mathematics	Audit systems and assessment schedule	Leading Teacher ICT	Term 4	<ul style="list-style-type: none"> <li>• Improved student growth data in Number as measured by:               <ul style="list-style-type: none"> <li>- Teacher Judgements (F-6)</li> <li>- Maths Online Interview (F-2)</li> <li>- NAPLAN Numeracy (Yrs 3 &amp; 5)</li> <li>- PAT Maths (Yrs 1-6)</li> <li>- Ongoing Pre and Post testing (F-6)</li> </ul> </li> <li>• Team minutes</li> </ul>
		Develop school made digital systems	Leading Teacher ICT	Term 4	
	Implemented online PAT Maths	Purchase PAT Maths program (\$1235 for site licence + \$520 for advanced reporting)	Mathematics Leader	Term 1	<ul style="list-style-type: none"> <li>• PAT Maths implemented and targets established</li> <li>• Improved student growth data in Number</li> </ul>
Data collection timeline created through the assessment schedule		Leading Teacher ICT	Ongoing		
Evaluate effectiveness of the program		Mathematics Leader	Term 4		

<p>Build quality teacher practice through professional learning teams based on:</p> <ul style="list-style-type: none"> <li>- shared learning</li> <li>- the language of challenge</li> <li>- coaching</li> <li>- professional conversation</li> </ul>	<p>Appoint:</p> <ul style="list-style-type: none"> <li>- Mathematics Leader</li> <li>- STEM teachers x 2 (DET Funded)</li> <li>- Teacher to backfill STEM appointments</li> </ul>	Expression of Interest sought from internal staff for Mathematics Leader	Principal Class Officers	Term 1	<ul style="list-style-type: none"> <li>• Mathematics Leader appointed</li> </ul>
		Expression of Interest sought from internal staff for 2 STEM teachers	Principal Class Officers	Term 1	<ul style="list-style-type: none"> <li>• Two STEM Science and Mathematics Teachers appointed</li> </ul>
		Advertise on Recruitment Online for additional teacher (DET Funded at CT2.5)	Interview Panel	Term 1	<ul style="list-style-type: none"> <li>• Additional teacher appointed to backfill STEM positions</li> </ul>
	<p>Appoint coaches and create enabling timetable for:</p> <ul style="list-style-type: none"> <li>- Classroom Instruction that Works</li> <li>- Mathematics Essential Learning</li> <li>- ICT, Assessment and Reporting</li> </ul>	Timetabling and Meeting Schedule	Assistant Principal	Ongoing	<ul style="list-style-type: none"> <li>• Coaching program implemented</li> <li>• School wide instructional model used by all teaching staff</li> <li>• Teacher PDP Goals aligned to 2016 AIP</li> <li>• Established timetable and meeting schedule</li> </ul>
		Leadership and Year Level meeting time allocated	Assistant Principal	Ongoing	
		Collegiate observation time allocated	Leadership Team Instructional Coach Leading Teacher ICT STEM Teachers Leadership Team	Ongoing	
<p>Build high impact collaborative practices through:</p> <ul style="list-style-type: none"> <li>- collaborative planning</li> <li>- collective responsibility for all students</li> <li>- documented curriculum, assessment and shared pedagogical approaches</li> <li>- moderation of common assessment tasks</li> <li>- data collection, analysis and evaluation of student learning growth over time</li> </ul>	Restructure PLT teams, roles and responsibilities	Leadership Meeting	Principal	Term 1	<ul style="list-style-type: none"> <li>• PLT teams restructured</li> <li>• Roles and responsibilities allocated</li> </ul>
	<p>Allocate staff to PDP Reviewers</p>	Reviewers from the Leadership Team selected and staff allocated through StaffPD website	Principal	Term 1	<ul style="list-style-type: none"> <li>• PDP Reviewers assigned</li> <li>• PDP Timeline established and adhered to</li> <li>• All Staff reviews completed</li> </ul>
		Establish PDP review timeline for	Leadership Team	Term 1	
	<p>PLT Teams to take collaborative responsibility for the development of teaching and learning programs in each Year Level</p>	Leadership Team to meet with PLT Team Leaders fortnightly	Leadership Team PLT Team Leaders	Ongoing	<ul style="list-style-type: none"> <li>• Collaborative and effective PLT Teams</li> <li>• Consistent approach to data driven team planning</li> <li>• Individual/Team/School Wide P&amp; D Goals</li> <li>• Team Planning Minutes reflect: <ul style="list-style-type: none"> <li>- Data driven planning</li> <li>- Student Outcomes focus</li> <li>- Time allocation for moderation</li> <li>- Collegial discussions informed by Dufours "4 Questions"</li> </ul> </li> <li>• Increase in the Staff Opinion Survey for: <ul style="list-style-type: none"> <li>- Collective Efficacy</li> <li>- Teacher Collaboration</li> <li>- Collective focus on student learning</li> <li>- Guaranteed and Viable Curriculum</li> </ul> </li> <li>• Increase in Student Opinion Survey results for: <ul style="list-style-type: none"> <li>- Teacher Effectiveness</li> <li>- Stimulating Learning</li> <li>- Student Motivation</li> <li>- Learning Confidence</li> <li>- Classroom Behaviour</li> </ul> </li> <li>• Increase in Parent Opinion Survey for: <ul style="list-style-type: none"> <li>- Stimulating Learning</li> <li>- Student Motivation</li> <li>- Homework</li> <li>- Learning Focus</li> <li>- Reporting &amp; Feedback</li> <li>- School Improvement</li> <li>- Classroom Behaviour</li> </ul> </li> </ul>
		Allocate liaison person from the Leadership Team to oversee PLT Teams	F-2: Shelley 3-4: Cathy 5-6: Rosemary Specialists: Rosemary	Ongoing	
	<p>Redevelop meeting schedule to allow for:</p> <ul style="list-style-type: none"> <li>- Whole staff meetings and Professional Development</li> <li>- Weekly PLT data and planning meetings</li> <li>- PCO, ELT and PLT Team Leaders meetings</li> <li>- Consultation meetings</li> </ul>	Timetabling and Meeting Schedule	Assistant Principal	Each Term	Established timetable and meeting schedule for the year
	Staff to complete the Teaching and Learning Module of the Staff Opinion Survey	Staff to complete online and time allocated in Meeting Schedule	All staff	Term 3	<p><u>Staff Opinion Survey</u></p> <p>Increase component Prin/Teach mean scores in:</p> <ul style="list-style-type: none"> <li>- Collective Efficacy</li> <li>- Teacher Collaboration</li> <li>- Collective Focus on Student Learning</li> <li>- Guaranteed and Viable Curriculum</li> </ul>

<p>Use multiple sources of data to plan a personalised learning approach that:</p> <ul style="list-style-type: none"> <li>– reflects an understanding of how students learn</li> <li>– differentiates classroom programs for individual students</li> <li>– makes learning explicit for each student</li> </ul>	Audit and redevelop the school wide assessment schedule	Audit assessment practices and include formal assessments	Leading Teacher ICT	Ongoing	<ul style="list-style-type: none"> <li>• Assessment Schedule completed and timelines adhered to by teaching staff</li> <li>• Formal assessment data uploaded to SPA and XUNO</li> </ul>
	Redevelop common planners in Numeracy	Audit current planning document	Mathematics Leader	Term 1	<ul style="list-style-type: none"> <li>• Common planner in Mathematics established</li> <li>• Planners to reflect explicit teaching of Mathematics</li> <li>• Collaborative and effective PLT Teams</li> <li>• Team Minutes</li> <li>• Consistent approach to data driven team planning</li> <li>• Year Level and individual class targets established and measured for success</li> </ul>
		Research planners and best practice	Assistant Principals Mathematics Leader	Term 2	
		Seek feedback from classroom teachers	Mathematics Leader	Ongoing	
		Share with leadership/coaches through scheduled meetings	Leadership Team	Ongoing	
	Establish Year Level and individual class student achievement targets	PLT Team Leaders Leadership team	Term 1		
	Develop moderation tasks in Mathematics	PLT Teams to develop common assessment tasks for moderation across and within Year Levels	PLT Team Leaders Classroom Teachers	Ongoing	<ul style="list-style-type: none"> <li>• Common assessment tasks established and data collected</li> <li>• Improved growth in student achievement data in Number</li> </ul>
	Implement and develop support and intervention responses in Numeracy	Through the development of Proficiency Scales and achievement data intervention responses identified and explicitly taught	Support staff Classroom Teachers PLT Team Leaders	Ongoing	<ul style="list-style-type: none"> <li>• Student ILPs developed</li> <li>• Improve student growth data in Number</li> </ul>
Participate in the Insight Assessment pilot	Requirements of this pilot will be established throughout the year	Principal Class Officers Leading Teacher ICT	Ongoing	<ul style="list-style-type: none"> <li>• Feedback given to Insight regarding the pilot</li> </ul>	
<p>Develop and implement a school-based professional learning program to support school improvement strategies.</p>	Set staff Performance and Development goals in line with the 2016 AIP	Staff allocated to reviewers	PDP Reviewers All staff	Ongoing	<ul style="list-style-type: none"> <li>• Staff Performance and Development goals established in line with the 2016 AIP</li> </ul>
	<p>Provide Professional Development for:</p> <ul style="list-style-type: none"> <li>– Classroom Instruction that Works</li> <li>– Developmental Play Based Learning (Deakin University)</li> <li>– Proficiency Scales</li> <li>– Mathematics</li> <li>– STEM</li> <li>– Victorian Curriculum</li> </ul>	<p>Professional Learning to be provided by:</p> <ul style="list-style-type: none"> <li>– McREL (<b>41 staff @ \$150/day/person</b>)</li> <li>– Deakin University (<b>\$13400</b>)</li> <li>– High Reliability Schools Resourcing</li> <li>– Internal personnel</li> <li>– VCAA</li> </ul>	Leadership Team	Ongoing	<ul style="list-style-type: none"> <li>• Observable change in practice</li> <li>• Proficiency Scales in Mathematics developed</li> <li>• Resources purchased School wide instructional model used by all teaching staff</li> <li>• Developmental Play implemented across Foundation Team and resource</li> <li>• Improved vocabulary and Reading and Writing student achievement data by end of Foundation</li> </ul>
<p>Develop and use High Reliability Schools surveys to identify leading and lagging indicators as well as monitor, evaluate and set targets through the AIP for:</p> <ul style="list-style-type: none"> <li>– Effective Teaching In Every Classroom</li> <li>– Guaranteed and Viable Curriculum</li> </ul>	<p>Select and modify existing surveys in ‘High Reliability Schools’ to suit our context</p> <ul style="list-style-type: none"> <li>– Conduct surveys within school community</li> <li>– Analyse results to identify leading and lagging indicators</li> <li>– Set areas for focussed attention</li> </ul>	<p>Enabling Meeting Schedule &amp; Timetable</p> <p>High Reliability Schools Resources</p>	<p>Leadership Team</p> <p>School Community</p>	Term 1 and 2	<ul style="list-style-type: none"> <li>• Surveys developed, conducted and analysed</li> <li>• Targets set for ‘focussed attention’ in response to leading and lagging indicators for: <ul style="list-style-type: none"> <li>– Effective Teaching In Every Classroom</li> <li>– Guaranteed and Viable Curriculum</li> </ul> </li> </ul>



# Annual Implementation Plan: for Improving Student Outcomes

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<b>Goals</b>	To provide a student centred, stimulating learning environment which connects students with their learning.	<b>Targets</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #d9e1f2;"><b>Student Attendance</b></th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;"><i>Decrease levels of student absence</i></td> <td style="text-align: center;"><b>2015</b></td> <td style="text-align: center;"><b>2019</b></td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Foundation to Year 6</i></td> <td style="text-align: center;">17.02</td> <td style="text-align: center;">&lt;13.00</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #d9e1f2;"><b>Attitudes to School Survey – Year 5/6 Mean Scores</b></th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;"><i>Increase scores in:</i></td> <td style="text-align: center;"><b>2015</b></td> <td style="text-align: center;"><b>2019</b></td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Learning Confidence</i></td> <td style="text-align: center;">3.99</td> <td style="text-align: center;">&gt;4.30</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Stimulating Learning</i></td> <td style="text-align: center;">4.28</td> <td style="text-align: center;">&gt;4.40</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>School Connectedness</i></td> <td style="text-align: center;">4.34</td> <td style="text-align: center;">&gt;4.50</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Classroom Behaviour</i></td> <td style="text-align: center;">2.91</td> <td style="text-align: center;">&gt;3.50</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #d9e1f2;"><b>Parent Opinion Survey – Mean Scores</b></th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;"><i>Increase scores in:</i></td> <td style="text-align: center;"><b>2015</b></td> <td style="text-align: center;"><b>2019</b></td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Connectedness to Peers</i></td> <td style="text-align: center;">5.66</td> <td style="text-align: center;">&gt;5.85</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Social Skills</i></td> <td style="text-align: center;">5.55</td> <td style="text-align: center;">&gt;5.80</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Homework</i></td> <td style="text-align: center;">4.90</td> <td style="text-align: center;">&gt;5.30</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Classroom Behaviour</i></td> <td style="text-align: center;">3.94</td> <td style="text-align: center;">&gt;4.50</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Transitions</i></td> <td style="text-align: center;">5.64</td> <td style="text-align: center;">&gt;5.80</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #d9e1f2;"><b>Staff Opinion Survey – Prin/Teach Mean Scores</b></th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;"><i>Increase scores to at or above 80 in:</i></td> <td style="text-align: center;"><b>2015</b></td> <td style="text-align: center;"><b>2019</b></td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Parent and Community Involvement</i></td> <td style="text-align: center;">76.44</td> <td style="text-align: center;">&gt;80.00</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Teacher Collaboration</i></td> <td style="text-align: center;">74.50</td> <td style="text-align: center;">&gt;80.00</td> </tr> <tr> <td style="background-color: #d9e1f2;"><i>Academic Emphasis</i></td> <td style="text-align: center;">68.58</td> <td style="text-align: center;">&gt;80.00</td> </tr> </tbody> </table>	<b>Student Attendance</b>			<i>Decrease levels of student absence</i>	<b>2015</b>	<b>2019</b>	<i>Foundation to Year 6</i>	17.02	<13.00	<b>Attitudes to School Survey – Year 5/6 Mean Scores</b>			<i>Increase scores in:</i>	<b>2015</b>	<b>2019</b>	<i>Learning Confidence</i>	3.99	>4.30	<i>Stimulating Learning</i>	4.28	>4.40	<i>School Connectedness</i>	4.34	>4.50	<i>Classroom Behaviour</i>	2.91	>3.50	<b>Parent Opinion Survey – Mean Scores</b>			<i>Increase scores in:</i>	<b>2015</b>	<b>2019</b>	<i>Connectedness to Peers</i>	5.66	>5.85	<i>Social Skills</i>	5.55	>5.80	<i>Homework</i>	4.90	>5.30	<i>Classroom Behaviour</i>	3.94	>4.50	<i>Transitions</i>	5.64	>5.80	<b>Staff Opinion Survey – Prin/Teach Mean Scores</b>			<i>Increase scores to at or above 80 in:</i>	<b>2015</b>	<b>2019</b>	<i>Parent and Community Involvement</i>	76.44	>80.00	<i>Teacher Collaboration</i>	74.50	>80.00	<i>Academic Emphasis</i>	68.58	>80.00
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Refine transition arrangements to ensure that all students are prepared and supported for the next stage of their learning/schooling.	Provide opportunities for cross and within Level professional discussions about expectations and Teaching and Learning to support transition of students across the school F-6.	Ensure the Student Management System (XUNO) is up to date with school reports, social stories, ILP's, BSP's and external assessments are stored for future reference.	Teaching staff Leadership Team SEW Team	Ongoing	<ul style="list-style-type: none"> <li>NAPLAN and Teacher Judgements data to show alignment at the end of the year.</li> <li>Improved student achievement and growth data.</li> </ul>
	Develop activities that promote the development of resilience to support the preparation of students for transition to a larger school environment.	Weekly PLT meetings and fortnightly staff meetings	All staff	Ongoing	
		Two staff to attend the Wyndham Council Kinder to School transition swap afternoon.	Leading teacher SEW Leading Teacher ASD	Term 4	
		Attend Kinder and Secondary Schools for observations on co-ordinated Transition Days	Assistant Principal Foundation PLT Leader Year 6 PLT Leader	Term 3 & Term 4	
		Redefine the Buddy Program across the school and WELS.	Foundation PLT Year 6 PLT Year 4 PLT WELS Staff	Terms 2,3 & 4	
Provide programs that build resilience across the school.	SEW Team	Ongoing			
Enhance parental connectedness to, and engagement with school.	Publicise and market the school's purpose, values, SWPBS, Restorative Practices.	Promotion through the School website, Brochures, Classroom displays, Student awards, Enrolment packs and assemblies	SEW Team Marketing Team	Term 1	<ul style="list-style-type: none"> <li>Increase in parent participation within school hours and outside school hours.</li> <li>All staff/students to be able to identify the School's Purpose</li> <li>All staff/students to be able to identify the School's Values</li> <li>Increased Parent Opinion survey results in: <ul style="list-style-type: none"> <li>Connectedness to Peers</li> </ul> </li> <li>Increased Staff Opinion survey results in: <ul style="list-style-type: none"> <li>Parent and Community Involvement</li> <li>Teacher Collaboration</li> <li>Academic Emphasis</li> </ul> </li> </ul>
	Establish ways to connect with parents and the community.	Promote events and social activities, classroom helpers, volunteer programs, external agencies, communication, publicity and marketing, technology and XUNO and the Werribee Friends Committee	PCO Admin Staff Marketing Team Teaching staff	Ongoing	
		Encourage classroom helpers and scheduled open days for classroom visits.	Assistant Principal Leading Teachers SEW Team Werribee Friends	Ongoing	
		Parent information Sessions e.g. Real Schools, Foundation Transition Information sessions on Numeracy, Literacy & student engagement.	SWPBS coach Student groups Marketing Team. Real Schools (Adam Voigt)	Ongoing	
Redefine procedures and systems for continual data collection, monitoring and evaluating programs for effectiveness and impact.	Establish common understanding of the Victorian Curriculum in English and Mathematics and moderate work samples across levels to ensure smooth progressions.	Appoint coach for ICT, Assessment and Reporting	Panel	Term 1	<ul style="list-style-type: none"> <li>Leading Teacher appointed</li> </ul>
		PLT and Staff meetings through weekly and fortnightly meetings	Leadership Team PLT Teams All staff	Ongoing	
	Identify cohorts of students who, in the previous year, did not meet the NAPLAN National Minimum Standard in Literacy and Numeracy and students who have shown no or below expected growth in Teacher Judgements.	Continue to utilise the Student Performance Analyser program for data collection and analysis	All Staff	Ongoing	<ul style="list-style-type: none"> <li>Cohorts of students identified and ILIPs and intervention responses implemented.</li> <li>Improved student achievement growth data</li> <li>SPA and other systems regularly used by all staff</li> <li>Access by all staff is simple and easy</li> <li>Improved Attitudes to School Survey mean scores</li> </ul>
		Provide Professional Development for systems used as part of the induction program for new and returning staff	Leading Teacher ICT	Term 1	
Develop opportunities for students to voice their opinions and ideas so teachers can utilise the feedback to be reflective practitioners.	Maintain student leadership profile of: <ul style="list-style-type: none"> <li>School Captains (x2)</li> <li>School Vice Captains (x2)</li> <li>House Captains (x8)</li> <li>Junior School Council (class reps)</li> <li>Biodiversity Environmental Sustainability Team (BEST)</li> <li>eSmart Student Team</li> </ul>	Identify a Student Leadership Coordinator through an Expression of Interest	Leadership	Term 1	<ul style="list-style-type: none"> <li>Student Leaders and teams established</li> <li>Student Leadership Coordinator identified</li> <li>Student Teams meetings held regularly</li> <li>Improved Attitudes to School Survey mean scores</li> </ul>
		Allocated Student Leadership Coordinator to monitor and support student leadership groups.	Assistant Principal SEW Term Student Leadership Coordinator	Ongoing	
	Provide forums for student voice and develop feedback surveys across the school	Allocate student representative for JSC from each classroom.	Classroom Teachers and students	Term 1	<ul style="list-style-type: none"> <li>JSC Representatives selected</li> <li>Meeting schedule established</li> <li>Surveys established, implemented and baseline data collected</li> <li>Improvement areas identified</li> <li>Improved Attitudes to School Survey mean scores</li> </ul>
		Time allocation for student led groups to meet	Assistant Principal	Ongoing	
		Develop student surveys from High Reliability Schools	SEW Team	Term 1 & 2	

Fully integrate the creative use of technology into all aspects of the curriculum.	Audit current technology hardware and software as well as ICT curriculum scope and sequence	Review current systems to monitor and track technology and software.	Leading Teacher ICT TSP	Ongoing	<ul style="list-style-type: none"> <li>• Robust, reliable network and access</li> <li>• Access to multiple computing platforms ie. Windows, Apple, desktop, laptops and tablets</li> <li>• Availability and use of software</li> </ul>
		Staff Professional Development for integration of ICT curriculum scope & sequence.	Leading Teacher ICT	Terms 1, 2 & 3	



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Further implement and embed: – SWPBS framework – Restorative Practices	Appoint Leading Teacher: Student Engagement and Wellbeing	Advertise via Recruitment Online for substantive Leading Teacher	Panel	Late 2015	<ul style="list-style-type: none"> <li>Leading Teacher: Student Engagement and Wellbeing (SEW) appointed</li> </ul>
	Establish a Student Engagement and Wellbeing (SEW) Team to consist of: – Leading Teacher: Student Engagement and Wellbeing – Leading Teacher: ASD – Coach and Support – Social Worker – Speech Therapist – Parent Rep – Student Rep – ESS	Consolidate team by appointing parent, student and ESS rep.	Leading Teacher (SEW)	Term 1	<ul style="list-style-type: none"> <li>Student Engagement and Wellbeing (SEW) Team established with all stakeholders attendance rate at meetings at or above 80%</li> <li>Meeting schedule established</li> </ul>
		Establish a meeting schedule	Assistant Principal SEW Team	Term 1	
	Establish an agreed coaching model to build staff capacity. – Feedback proforma for classroom teachers and coaches – Protocols – Giving and receiving effective feedback	Seek mentoring from Curriculum Coaches and Bastow	Leading Teacher Curriculum Instructional Coach	Ongoing	<ul style="list-style-type: none"> <li>Coaching model established</li> <li>Protocols established and adhered to</li> <li>Planners to reflect coaching time</li> <li>Consistent effective feedback coaching proforma developed</li> <li>Improved Attitudes to School Survey mean scores</li> <li>Increased Staff Opinion survey results</li> </ul>
		Develop staff feedback proforma for coaching purposes	Leading Teachers	Term 1	
		Develop student surveys and feedback preforms to evaluate the success and impact of programs.	SEW Team	Ongoing	
		Investigate and implement processes for giving students authentic and effective feedback	All staff	Ongoing	
	Establish and investigate data collection, monitoring and evaluation systems for success and impact of programs	Continue to monitor XUNO Information to monitor Wellbeing and provide PLTs with data	SEW Team Leading Teacher SEW	Ongoing	<ul style="list-style-type: none"> <li>2015 XUNO Restorative Practice Plans used as baseline data to set targets. Targets to show improvement</li> <li>Surveys developed across the school from F-6 demonstrating student opinions.</li> <li>Increased Attitudes to School survey results</li> <li>Increased Parent Opinion survey results</li> <li>Increased Staff Opinion survey results</li> </ul>
		Audit the Wellbeing programs currently in place	Leading Teacher SEW	Term 1	
		Analyse data using 2015 information as a benchmark	SEW Team Leadership Team	Term 1	
Investigate and implement effective monitoring and evaluation strategies		SEW Team	Ongoing		
Targeted and ongoing professional learning for all staff.	Provide Professional Development for School Wide Positive Behaviours Framework	All Staff Louise O’Kelly	Term 1: 28 <sup>th</sup> Jan 1.00-4.00pm	<ul style="list-style-type: none"> <li>Increased Staff Opinion survey results</li> <li>Observable change in practice by all staff</li> </ul>	
	Provide Professional Development Restorative Practices	All Staff Real Schools – Adam Voigt	Term 1: 15 <sup>th</sup> Feb		
Establish, embed and publicise the new School Purpose and Values across the school community	Develop a School Values Matrix with all stakeholders including visual prompts	Redevelop SWPB matrix and handbook	Leading Teacher SEW	Term 1	<ul style="list-style-type: none"> <li>Expectations exist that are positive, promoted and identified for specific settings (School Values Matrix)</li> <li>Handbook completed and distributed</li> </ul>
		Provide staff with Essential Elements in SWPBS handbook.	Leading Teacher SEW	28 <sup>th</sup> January	
	Embed School Values into restorative practices.	Promote School Purpose and Values across the school by making it visible on all official documents, website, email alerts, signage, classroom posters	Principal Admin Staff Marketing team	Ongoing	<ul style="list-style-type: none"> <li>Purpose and Values are highly visible</li> <li>Teaching and Learning program implemented</li> <li>Reduction in recorded incidents and suspensions</li> <li>Increased Attitudes to School survey results</li> <li>Increased Parent Opinion survey results</li> <li>Increased Staff Opinion survey results</li> </ul>
		Develop a teaching and learning program for teachers to introduce new values to the classroom.	SEW Team Classroom teachers	Term 1	

# Annual Implementation Plan: for Improving Student Outcomes









PRODUCTIVITY																										
<b>Goals</b>	To ensure that the school utilises resources effectively and efficiently for improving student outcomes	<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>All staff to have relevant SMART goals in line with the Strategic Plan and AIP in their Performance and Development Plans in:                             <ul style="list-style-type: none"> <li>Professional Learning</li> <li>Improved student outcomes and growth</li> </ul> </li> <li>A workforce plan developed that supports the Strategic Plan and Student Resource Package</li> <li>To have in place a robust, reliable and up to date computer network and resources</li> <li>A developed and implemented plan to cater for future enrolment growth</li> </ul> <table border="1"> <thead> <tr> <th colspan="3">Staff Opinion Survey: Prin/Teach means</th> </tr> <tr> <th>Increase scores in:</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>67.77</td> <td>&gt;80.00</td> </tr> <tr> <td>Teacher Collaboration</td> <td>74.50</td> <td>&gt;80.00</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Parent Opinion Survey</th> </tr> <tr> <th>Increase scores in:</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>5.59</td> <td>&gt;5.75</td> </tr> <tr> <td>General Satisfaction</td> <td>5.48</td> <td>&gt;5.90</td> </tr> </tbody> </table>	Staff Opinion Survey: Prin/Teach means			Increase scores in:	2015	2019	Collective Efficacy	67.77	>80.00	Teacher Collaboration	74.50	>80.00	Parent Opinion Survey			Increase scores in:	2015	2019	School Improvement	5.59	>5.75	General Satisfaction	5.48	>5.90
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KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Allocate and manage resources (physical, human, financial, information, time) to enable collaborative planning, professional learning and the delivery of a guaranteed and viable curriculum.	Allocate adequate funding for the maintenance and upgrade of existing physical resources (buildings, grounds, furniture, equipment, ICT)	Finance Committee of School Council to allocate funding for Program Budgets. (\$765 469)	School Council Principal Business Manager	Term 1	<ul style="list-style-type: none"> <li>Budgets developed, approved and expended within budget</li> <li>100% acquittal of 2016 additional Equity Funding</li> <li>Increased Parent Opinion survey results in: <ul style="list-style-type: none"> <li>School Improvement</li> <li>General Satisfaction</li> </ul> </li> </ul>
	Establish Program Budgets	Leaders to manage resources as per Program Budgets	Principal Business Manager Finance Committee	Term 1	<ul style="list-style-type: none"> <li>Budgets acquitted by end of Term 3</li> </ul>
	Implement Classroom Instruction That Works (McREL)	Employ McREL to deliver professional learning (41 staff @ \$150/day/person \$18 450 + reference materials)	Leadership Team	Term 1 & 2	<ul style="list-style-type: none"> <li>Professional learning sessions conducted and associated strategies implemented in all classrooms</li> </ul>
	Further implementation of SWPBS and continue partnership with Real Schools, with a focus on Restorative Practices	Purchase teacher reference texts (\$2470)	Assistant Principal	Term 1	<ul style="list-style-type: none"> <li>Improvement in targets mean scores in the: <ul style="list-style-type: none"> <li>Attitudes to School Survey</li> <li>Staff Opinion Survey</li> <li>Parent Opinion Survey</li> </ul> </li> </ul>
		Employ consultant to deliver professional learning in SWPBS (\$ 1400 )	Louise O'Kelly Assistant Principal	28 <sup>th</sup> Jan	
	Fund second year of Real School Partnership (\$7900)	Adam Voigt (Real Schools) Principal	Ongoing		
	Conduct Induction program for new and returning staff	Create enabling timetable and meeting schedule	Induction Coordinator	Term 1	<ul style="list-style-type: none"> <li>Induction Program conducted with new and returning staff</li> </ul>
Develop the school's leadership structure and Identify and appoint key staff to drive key improvement strategies and support student outcomes improvement.	Restructure school leadership and PLT teams	ELT meeting discussions to determine staff structure and allocation of roles and responsibilities	Principal	Term 1	<ul style="list-style-type: none"> <li>New structure implemented</li> <li>Role clarity established for all staff</li> <li>Improved Staff Opinion Survey results</li> </ul>
	Allocate staff for the following new positions: <ul style="list-style-type: none"> <li>Substantive Leading Teachers: <ul style="list-style-type: none"> <li>Student Engagement and Wellbeing</li> <li>ICT, Assessment and Reporting</li> </ul> </li> <li>Music</li> <li>Instructional coach</li> <li>SWPBS coach and support</li> <li>Social Worker</li> <li>Speech Therapist</li> <li>Technology Support</li> <li>Early Years Literacy Support</li> <li>STEM x2</li> </ul>	Advertise on Recruitment Online and establish panels for: <ul style="list-style-type: none"> <li>Leading Teacher: Student Engagement and Wellbeing (1.0 EFT – CT 3.1 \$93 720)</li> <li>Leading Teacher: ICT Assessment and Reporting (1.0 EFT – CT 3.1 \$93 720)</li> <li>Music (1.0 EFT – CT 1:1 \$59 802 )</li> <li>Social Worker (0.6 EFT - ES3.1 \$32 355)</li> <li>Speech Therapist (0.4 EFT - ES3.1 \$17 209)</li> <li>Tech Support (0.2 EFT \$11 500)</li> <li>Classroom Teacher (STEM backfill 1.0 EFT – CT2.5 (DET funded \$87 785))</li> <li>Total Staffing Budget (\$3 663 224)</li> </ul>	Principal Business Manager Panel	Late 2015	<ul style="list-style-type: none"> <li>All vacancies filled with appropriate staff</li> <li>Improvement in student achievement, engagement and wellbeing data</li> <li>Guaranteed and viable curriculum developed and documented</li> </ul>
		Internal Expressions of Interest sought for: <ul style="list-style-type: none"> <li>2 STEM (Science and Maths) Teacher (DET funded)</li> </ul>	Panel	Late 2015	
		Principal appointed from internal staff: <ul style="list-style-type: none"> <li>Instructional Coach (Equity Funding (\$91 819)</li> <li>Early Years Support (Equity Funding (\$77 509)</li> </ul>	Principal	Late 2015	
Provide professional development to support new leaders	PCOs to allocate staff to professional learning opportunities <ul style="list-style-type: none"> <li>McREL Balanced Leadership (\$3000)</li> <li>STEM (DET funded)</li> <li>Koorie Literacy Program (DET funded)</li> <li>Developmental Play (Deakin Uni - \$13400)</li> </ul>	Leading Teachers ICT & Student Engagement and Wellbeing Classroom based teachers	Ongoing	<ul style="list-style-type: none"> <li>Professional Learning conducted and associated initiatives implemented</li> </ul>	
Develop and enhance Information, Communication and Technology to enable robust and reliable access for improved student learning.	Investigate options for student access to technology (e.g. 1:1, BYO)	Research options and consult with experts in the field, including ICT technicians  Purchases iPads (\$30 000)	Leading Teacher ICT Assistant Principal	Term 1/ongoing	<ul style="list-style-type: none"> <li>Robust and reliable ICT system in place.</li> <li>Increased access to the network by individual students and staff</li> </ul>
Implement, support and develop computer/web based systems to enhance processes and	Implement and enhance computer/web-based systems	Research options and consult with experts in the field, including ICT technicians <ul style="list-style-type: none"> <li>XUNO (including Kiosk and parent/student portal \$10/student + \$1 300 for Kiosk)</li> <li>StaffPD (\$20/Staff member /Term)</li> </ul>	Leading Teacher ICT Assistant Principal English Leader Mathematics Leader	Term 1/ongoing	<ul style="list-style-type: none"> <li>Computer/web based systems implemented, supported and developed.</li> <li>Programs running effectively throughout the school</li> <li>Increase in student achievement and growth data</li> <li>Increase in student engagement data</li> </ul>

procedures		<ul style="list-style-type: none"> <li>- Student Performance Analyser (\$600)</li> <li>- Dynamiq (Emergency management) (\$2 280)</li> <li>- Mathletics (\$3 914)</li> <li>- Sunshine Online (\$1 177)</li> <li>- Sponsor-Ed (School Website) (\$1 500)</li> <li>- Online purchasing requests and ordering (REQord) (\$400)</li> <li>- Online assessment resources <ul style="list-style-type: none"> <li>- PAT (\$1 270)</li> <li>- Essential Assessments (\$1 000)</li> <li>- Insight Assessment Pilot (DET funded)</li> <li>- Accerlus Light (\$1626)</li> </ul> </li> </ul>			
Develop the Performing Arts within the school culture.	Establish a Music Program F-6 (start-up)	<p>Establish a school wide Music program across Years F-6 with the appointment of a Music teacher and a start-up program Working Party to support implementation (\$20 000)</p> <ul style="list-style-type: none"> <li>- Refurbish Multipurpose Room</li> <li>- Allocate budget for resources</li> </ul>	School Council Finance Committee Music Working Party	Term 1  Term 1	<ul style="list-style-type: none"> <li>• Multipurpose room refurbished</li> <li>• Music program resourced</li> <li>• Working party created</li> <li>• School wide Music program developed and implemented</li> <li>• Improvement in Parent Opinion Survey</li> </ul>
DET and School Council to collaborate and develop a plan to cater for predicted future enrolment growth.	<p>Select School Council representatives to collaborate with DET to establish a plan for future enrolment growth</p> <ul style="list-style-type: none"> <li>- Meet with representatives from DET</li> </ul>	School Council meetings	Principal School Council President and representatives	Term 1/ongoing	<ul style="list-style-type: none"> <li>• Enrolment and Accommodation Plan developed and documented</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
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PRODUCTIVITY						
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