

# 2016 Annual Implementation Plan: for Improving Student Outcomes

## 3098 Flowerdale Primary School 2016

Based on Strategic Plan 2015-2017

### Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed  Name: Tony Gooden Date 18/3/16

### 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><b>Work has begun on developing whole school planning documents that clearly align with Australian/Victorian Curriculum and are consistent across the school. These planning documents have been implemented at year and term level. 2016 saw discussion around weekly planners and work programs. It was identified that some staff members require further professional learning to facilitate their planning and development of learning intentions and focus groups.</b></p>	
<p><b>Student writing and numeracy will be the curriculum focuses for 2015 with aims to consolidate the improvement in student writing and to improve numeracy results to ensure that each student has made 12 months growth.</b></p>	
<p><b>Student engagement and wellbeing continues to be a focus to ensure students come to school every day, ready and willing to learn and that the mental health of each student is catered for. Absenteeism of individual students continues to be a focus and we will work to build student resilience and trust in teachers to deliver a stimulating curriculum.</b></p>	
<p><b>We will continue to work on building the links with the wider community, utilising talents and strengths that support the engagement and wellbeing of students and enhancing existing programs.</b></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>• Develop a whole school approach to curriculum planning and classroom pedagogy by developing consistent practices and language across the school.</li> <li>• Embed a whole school approach to the use of data and evidence.</li> <li>• Utilise professional learning teams to develop teacher capacity and to share knowledge more effectively.</li> <li>• Develop teacher capacity to implement curriculum programs that challenge and support students to develop curiosity and inquiry.</li> </ul>
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> <li>• Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.</li> <li>• Develop processes and programs that support the mental health of our students.</li> <li>•</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

## ACHIEVEMENT

### Goals

Improve the learning growth of every student in literacy and numeracy.

### Targets

#### Students Attitudes to School will improve:

	2014	2017
Stimulating Learning	4.29	≥ 4.5
Learning Confidence	4.5	≥ 4.7
Teacher Effectiveness	4.37	≥ 4.5

#### School Staff Survey will show increased endorsement from staff in the areas of:

	2014	2017
Guaranteed and viable curriculum	85%	100%
Academic emphasis	50%	100%
Collective efficacy	70%	100%

#### Parent Opinion Survey data will show

	2014	2017
Learning focus	5.35	≥ 6.0
School connectedness	5.91	≥ 6.2
Classroom behaviour	4.78	≥ 5.0

**Each eligible student to make 6 months growth as measured by On Demand and Pat Maths numeracy tests.**

#### Increase the percentage of students at or above expected level

Reading		Writing		Speaking and Listening		Numeracy (number)	
2015	2016	2015	2016	2015	2016	2015	2016
	P 50%		P 60%		P 60%		P 60%
P 40%	1 60%	P 60%	1 80%	P 80%	1 100%	P 100%	1 100%
1 33%	2 60%	1 66%	2 80%	1 66%	2 100%	1 67%	2 80%
2 50%	3 75%	2 50%	3 75%	2 50%	3 75%	2 50%	3 75%
3 77%	4 90%	3 66%	4 75%	3 78%	4 90%	3 67%	4 80%
4 100%	5 100%	4 66%	5 80%	4 100%	5 100%	4 100%	5 100%
5 100%	6 100%	5 50%	6 75%	5 67%	6 80%	5 83%	6 100%
6 75%		6 75%	P 100%	6 75%	P	6 75%	P 100%

#### Increase the NAPLAN Relative Gain for year 5 students

Domain	Percentage of students showing growth (from years 3-5)					
	Low		Medium		High	
	2015	2016	2015	2016	2015	2016
Reading	0	0	50%	33%	50%	67%
Writing	16%	0	66%	33%	16%	67%
Numeracy	25%	0	50%	33%	25%	67%
Overall	0	0	83%	33%	17%	67%

#### Increase the percent endorsement in School Staff Survey areas of School Climate

School Climate	2015	2016
Guaranteed and viable curriculum	85%	100%
Academic emphasis	59%	100%
Collective efficacy	70%	100%

Professional Learning	2015	2016
School level support	80%	90%
Active participation	70%	90%
Coherence	81%	90%
Feedback	70%	90%

**To improve the Attitudes to School Survey data in the following areas**

<b>Teaching and Learning</b>	<b>2015</b>	<b>2016</b>
Stimulating learning	3.80	≥4.0
Learning Confidence	3.82	≥4.0
Teacher effectiveness	4.04	≥4.3

<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
Develop a whole school approach to curriculum planning and classroom pedagogy by developing consistent practices and language across the school	<ul style="list-style-type: none"> <li>Ensure teacher work programs are similar, detailed and adhering to the agreed format</li> <li>Work programs to include focus groups and learning intentions</li> <li>Student writing to be minor focus</li> <li>Writing/spelling programs to be explicitly linked</li> <li>Learning Intentions and Success Criteria embedded in all classrooms and teacher pedagogy</li> <li>Students are given opportunity to reflect on lessons and provide feedback to teachers</li> <li>Begin implementation of Victorian Curriculum</li> <li>Individual Education Plans display explicit short-term goals for each student</li> </ul>	<ul style="list-style-type: none"> <li>Further develop consistent work programs by utilising joint planning time for classroom teachers</li> <li>Clear expectations for work programs</li> <li>Start of year PD in writing/spelling delivered by consultant Katie Pelosi- follow up mid-year to monitor and evaluate improvement</li> <li>Expectation that LI and SC are displayed/seen on work programs</li> <li>Regular discussion around LI and SC</li> <li>Teachers to analyse VC and develop strategies for implementation</li> <li>Measure impact of lessons against success criteria</li> <li>Goals developed through moderation within PLT, consultation with parents and input from students</li> </ul>	<p>Principal/teachers</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>	<p>Weekly</p> <p>Ongoing throughout 2016 but must be showing development in term 1</p> <p>Start of year and mid-year</p> <p>Ongoing</p> <p>Ongoing throughout 2016</p> <p>Ongoing review</p> <p>Ongoing</p>	<p>One session per week will be set aside for joint curriculum planning</p> <p>To pick up any teacher's work program you will see a consistent and detail format that has focus groups, names of students in each group and the learning intention and success criteria.</p> <p>Start of year PD- Writing. This will set goals for the year and show teachers how to link their literacy sessions. Guidelines for teaching of writing will be developed.</p> <p>Goals will be set- to be revisited mid-year.</p> <p>Each classroom will display their LI and SC visually. To decide on a whole school model for this at the start of the year.</p> <p>Team meetings will begin analysis of VC and prepare for full implementation in 2017</p> <p>Samples of student feedback are collected</p> <p>Students can articulate their personal goals and achievements</p> <p>Teachers can demonstrate knowledge of each student's progress</p>
Utilise professional learning teams to develop teacher capacity and to share knowledge more effectively.	<ul style="list-style-type: none"> <li>Timely feedback given to teachers</li> <li>Further consolidate coaching in classrooms with a major focus on numeracy</li> <li>Focus on improvement in numeracy and building of teacher capacity through professional dialogue and a shared responsibility for all students</li> </ul>	<ul style="list-style-type: none"> <li>School principal (coach) to spend more time in classrooms and to ensure that there are post-coaching conversations</li> <li>Numeracy PD to include Number Fluency (including Fractions update) with cluster schools and professional reading (Booker)</li> <li>Regular PD and discussion around numeracy as evidenced in weekly PLT minutes.</li> </ul>	<p>All teachers and coach</p> <p>All</p>	<p>Ongoing</p> <p>First and second terms- meeting fortnightly</p> <p>More consistent use of numeracy fluency throughout the year</p>	<p>Coaching conversations to be held after each observed lesson and feedback both written and oral to be shared.</p> <p>Teachers encouraged to develop goals for each observed lesson and to complete reflection.</p> <p>Teachers more confident in delivery of Numeracy curriculum.</p> <p>Observable improvement in teacher practice</p> <p>Number fluency assessments occur more regularly and teachers are more confident when teaching fractions. Evidenced by Number Fluency assessment.</p> <p>Feedback on student learning is shared with students</p>
Embed a whole school approach to the use of data and evidence	<ul style="list-style-type: none"> <li>Focus on assessment strategies that improve student learning</li> <li>Continued analysis of student data and regular discussion around this</li> <li>Naplan results are analysed immediately and drive learning intentions for the rest of the year</li> <li>On Demand and Pat Maths are used as 6 month measures of learning growth</li> <li>Foundation students deemed in need by kinder teachers are assessed by Speech Pathologist.</li> <li>Support program implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Regular review of Assessment and its place in the schedule</li> <li>Continued focus on writing moderation using the Naplan Writing guide</li> <li>Moderation and data analysis is regularly scheduled and minuted in planning meetings</li> <li>Analysis of Naplan data in team meetings</li> <li>Equity funding used to resource the speech intervention.</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>Foundation teacher- Barb</p>	<p>Terms 2 and 4</p> <p>Terms 2 and 4</p> <p>End of May and September</p> <p>Feb/Mar</p>	<p>Assessment Schedule is reflective of the needs of the school</p> <p>Student writing samples are compared against those in the writing guide.</p> <p>Each student to make a minimum of 12 months growth in writing.</p> <p>NAPLAN results in writing, reading and numeracy are comparable to state and national results</p> <p>Each student can make a minimum of 6 months growth in numeracy when using Pat Maths and On Demand Assessment.</p> <p>Teaching to point of need of individual students</p> <p>Oral language program developed and impacts on prep students</p> <p>Students are given regular intervention/opportunity to practise at school</p>

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<b>ENGAGEMENT</b>																																																																																	
<b>Goals</b>	Improve student engagement in their learning.  Ensure effective transitions into, throughout and beyond our school.	<b>Targets</b>	<b>Student Attitudes to School Data will show:</b>																																																																														
			<b>12 month targets</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">2014</th> <th colspan="3" style="text-align: center;">2017</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">School connectedness</td> <td style="width: 15%;">4.16</td> <td style="width: 15%;">≥ 4.9</td> <td colspan="3"></td> </tr> <tr> <td>Stimulating learning</td> <td>4.15</td> <td>≥ 4.5</td> <td colspan="3"></td> </tr> <tr> <td>Student motivation</td> <td>4.58</td> <td>≥ 4.9</td> <td colspan="3"></td> </tr> </tbody> </table> <p style="margin-top: 10px;"><b>To improve on Attitudes to School scores in all areas.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Attitudes to School Survey Data</th> </tr> <tr> <th colspan="2"></th> <th style="width: 10%;">2015</th> <th style="width: 10%;">2016</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="width: 25%;"><b>Teaching and learning</b></td> <td style="width: 45%;">School connectedness</td> <td style="width: 15%;">4.44</td> <td style="width: 15%;">≥4.8</td> </tr> <tr> <td>Stimulating learning</td> <td>3.80</td> <td>≥4.2</td> </tr> <tr> <td>Student motivation</td> <td>4.50</td> <td>≥4.8</td> </tr> </tbody> </table> <p style="margin-top: 10px;"><b>To improve on student absenteeism across all grades:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="8" style="text-align: center;">Absence Days</th> </tr> <tr> <th></th> <th style="width: 10%;">Prep</th> <th style="width: 10%;">Gr 1</th> <th style="width: 10%;">Gr 2</th> <th style="width: 10%;">Gr 3</th> <th style="width: 10%;">Gr 4</th> <th style="width: 10%;">Gr 5</th> <th style="width: 10%;">Gr 6</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><b>2015</b></td> <td style="text-align: center;"><b>17.86</b></td> <td style="text-align: center;"><b>20.69</b></td> <td style="text-align: center;"><b>23.50</b></td> <td style="text-align: center;"><b>17.65</b></td> <td style="text-align: center;"><b>10.33</b></td> <td style="text-align: center;"><b>13.42</b></td> <td style="text-align: center;"><b>17.42</b></td> </tr> <tr> <td style="text-align: left;"><b>2016</b></td> <td style="text-align: center;"><b>15.0</b></td> <td style="text-align: center;"><b>15.0</b></td> <td style="text-align: center;"><b>18.0</b></td> <td style="text-align: center;"><b>18.0</b></td> <td style="text-align: center;"><b>15.0</b></td> <td style="text-align: center;"><b>8.0</b></td> <td style="text-align: center;"><b>10.0</b></td> </tr> </tbody> </table>					2014			2017			School connectedness	4.16	≥ 4.9				Stimulating learning	4.15	≥ 4.5				Student motivation	4.58	≥ 4.9				Attitudes to School Survey Data						2015	2016	<b>Teaching and learning</b>	School connectedness	4.44	≥4.8	Stimulating learning	3.80	≥4.2	Student motivation	4.50	≥4.8	Absence Days									Prep	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	<b>2015</b>	<b>17.86</b>	<b>20.69</b>	<b>23.50</b>	<b>17.65</b>	<b>10.33</b>	<b>13.42</b>	<b>17.42</b>	<b>2016</b>	<b>15.0</b>	<b>15.0</b>	<b>18.0</b>	<b>18.0</b>	<b>15.0</b>	<b>8.0</b>
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Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.	<ul style="list-style-type: none"> <li>Assist students to establish their 'voice' both individually and collectively through goal setting, self-assessing and reporting to parents.</li> <li>Parents to be part of goal setting conferring with teachers and students at Start of Year meetings</li> <li>Continue to develop and embed Inquiry Learning documents into the curriculum</li> <li>Continue to offer awards and accolades for students who attend regularly in the form of individual and class awards</li> <li>Embed the use of ICT and other technology such as Polycom and 1:1 laptop program cross all curriculum areas</li> <li>Continue to develop and foster a love of the environment through the garden program</li> <li>Provide opportunity to grow, cook and eat healthy food from the garden and embed into the curriculum</li> <li>Continued opportunity for students to develop relationships with students from cluster schools through sport, curriculum and camping programs</li> </ul>	<ul style="list-style-type: none"> <li>Meetings three times per year between teachers, students and parents, Feb/March for goal setting, June for new goals and end of year evaluations</li> <li>Teachers continue PD in Inquiry Learning and develop planning documents- must build on previous years</li> <li>Principal and chaplain monitor attendance each week- class awards and contact via phone when student absence is unexplained. Term awards for low absenteeism</li> <li>Continue to invest in and upgrade ICT</li> <li>School will apply for grants through the Kinglake Ranges foundation to upgrade the gardens and passive areas. Continue to have students involved in garden care</li> <li>School will ensure all students have access to wider community programs by bussing students to local events- Kids Teaching Kids, Boite, school camps</li> <li>Community groups visit the school and embed programs- Kidz Shed, Landcare.</li> </ul>	Students, teachers, parents  Barbara Alkemade/teachers  Principal and/or chaplain  Principal  All  All	3 times per year  Each term  Weekly/termly  Mid year  End of year  Throughout the Year  Throughout the	All parents in attendance at each conference with their child. Students and parents can articulate goals they wish to achieve. Students begin to track their own progress against their goals as measured in their ILPs.  Inquiry learning documents are linked to AC  Individual students are monitored regularly. Parents habitually ring and explain absences. Less absenteeism compared to 2015  ICT infrastructure is regularly maintained and upgrade if needed. ICT is incorporated into all classroom curriculum areas.  Gardens upgraded with irrigation for maintenance. Students care for gardens. The impact of growing healthy food is reflected in student healthy food choices.  Students have wider friendship groups. Access to camps such as city camp, Portsea Camp and Doxa holiday camps.  Greater student engagement and participation in activities. Products to show- ie Billy carts																																																																												

	<ul style="list-style-type: none"> <li>• Musical and choir performances that promote engagement with the wider community</li> <li>• Kidz Blog/Kidz newsletter are incorporated into ICT.</li> </ul>	Connected garden	All	year	Positive feedback from students and community groups
Develop teacher capacity to implement curriculum programs that challenge and support students to develop curiosity and inquiry.	<ul style="list-style-type: none"> <li>• Inquiry learning model and strategies are established in all classrooms</li> <li>• Students are encouraged to develop inquiry projects and formulate questions</li> <li>• Further development of teacher questioning strategies through PLTs</li> <li>• Music/Drama embedded into curriculum and used to improve Speaking and Listening</li> <li>• Introduction of language program- Indonesian via Polycom</li> <li>• Better use of technology resources- ICT lessons weekly and use of Polycom to improve curriculum</li> <li>• Focus students identified each week for monitoring and assessment</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Joint planning of Inquiry sessions in PLTs/building of capacity to question effectively</li> <li>• Music/drama lessons each week for all grades. Linked to literacy</li> <li>• Using Polycom to link in to Indonesian teacher each week. Follow- up by a classroom teacher</li> <li>• Using existing strengths- ICT resources and teacher</li> <li>• Maintenance of resources. Use of appropriate software and resources</li> <li>• Teacher to provide record of observation of these students</li> <li>•</li> </ul>	<p>Barbara Alkemade to lead</p> <p>Shelley Davis/Christine Penhall Aysha Wijaya</p> <p>Aysha Wijaya</p> <p>Class teacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Inquiry Learning planning incorporates Thinking, ICT, design and technology curriculum areas as evidenced in the documents. Evidence of student learning is collected through work samples and photos.</p> <p>Classroom display reflect inquiry projects</p> <p>Students are able to share their learning with peers and parents</p> <p>Teacher questions feature as part of the planning documents.</p> <p>Speaking and listening domains and the drama curriculum will be linked and evidenced in planning documents.</p> <p>Indonesian is featured in classrooms and is followed up by classroom teachers. Vocabulary to be displayed across the school.</p> <p>Student and teacher ICT skills are enhanced through 1:1 program at 4-6.</p> <p>Teachers to share observations in PLTs. Evidence of student growth in speaking and listening and social skills development</p>
Further develop relationships between the kindergarten and the school.	<ul style="list-style-type: none"> <li>• Regular interactions with the kinder in the form of ongoing transition activities for prospective students</li> <li>• Regular curriculum activities and experiences between the F-2 grade and the kinder</li> </ul>	<ul style="list-style-type: none"> <li>• Regular kinder interactions as organised by the teachers of school and kinder. More communication and support of each other.</li> </ul>	Kinder and school teachers.	Ongoing but major focus in terms 3 and 4.	Positive perception of the school by the kinder community. Displays and photos of the kinder and school children in the foyer



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WELLBEING																																												
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Develop processes and programs that support the mental health of our students.	<ul style="list-style-type: none"> <li>Embed the work of the SSSO worker and School Chaplain to monitor and assist those students who need support to manage their behaviour and emotions</li> <li>Ensure students start school "Ready for School"</li> <li>Consolidate the Better Buddies program which provides student support for each other and focuses on values education</li> <li>Participate in School Breakfast program</li> <li>Utilise anti-bullying strategies- bullying and well-being surveys and data from the Resilience Project to monitor bullying across the school</li> <li>Implement and evaluate strategies from the Resilience Project</li> <li>Ensure a variety of school events where parents are invited into the school</li> <li>Student voice is heard in responses to school-based surveys</li> <li>Students are assisted to be active members of the wider Flowerdale</li> </ul>	<p>School Chaplain will continue to be financed for three days per week</p> <p>Review and update the Student Engagement Policy and behaviour Management Policy</p> <p>Evaluate and implement Start-off Program Involve students in evaluation of the school values</p> <p>Swimming program in term 1 used to develop social skills</p> <p>Liaise with kinder to know each student</p> <p>Parent/chaplain support</p> <p>Utilised the strategies and resources on the Alannah and Madeline Foundation website in conjunction with DET resources/strategies</p> <p>Surveys both in-school and departments surveys such as Attitudes to School and Parent Opinion Survey</p> <p>Continue involvement in the Resilience Project-</p> <p>Provide a range of activities including student-led conferences, family nights, parent support groups</p> <p>Regular surveys to students that request their</p>	<p>School Principal/school Council School Council</p> <p>Principal/school Council</p> <p>All</p> <p>All</p> <p>Principal</p> <p>All</p> <p>Principal/chaplain/SSO</p> <p>All</p> <p>All</p>	<p>2016</p> <p>March 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>At least 1 per term</p> <p>Regularly</p> <p>Ongoing</p>	<p>Student well-being continues to have a high priority.</p> <p>High expectations for behaviour. Consistent expectations across the school. Communication of school values/expectations to school community.</p> <p>Students have input into classroom initiatives and organisational features Improved social skills Better Buddies session- whole school activity once per week. Term focus on values and needs of cohort. Foundation student settle to school quickly and begin to show progress at mid year via AC progression points Students arrive at school on Wednesdays and have opportunity for healthy breakfast- impacts on their school day</p> <p>Decreases in issues such as bullying and improved student morale as shown in school surveys Data shows increased levels of resilience</p> <p>Continued improvement in data. More strategies and ideas shared amongst cluster schools</p> <p>All students have a parent or caregiver in attendance at student-led conference More than 50% of parents attend school functions Parents seek support from school staff for parenting or other needs</p>																																							

	<p>community</p> <ul style="list-style-type: none"> <li>• SRC is supported and strengthened by teachers</li> <li>• Training provided to new school leaders</li> <li>• Student voice is reflected in school program choices and learning strategies</li> </ul>	<p>opinions and ideas</p> <p>Students seen and heard in the wider community- choir performances, community garden groups</p> <p>Ongoing support by teachers</p> <p>Weekly reflection on learning and learning styles</p>			<p>Responses demonstrate students are enjoying school and engage with programs and feel supported</p> <p>Feedback from the community</p> <p>Student feedback can be used for planning</p> <p>School leaders demonstrate that they can speak confidently in public. They model appropriate behaviour to all students.</p> <p>Student voice is demonstrated- such as Students choose 2016 school values</p>
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# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY																
Goals	Improve the effective and efficient use of school resources.	Targets	[No goal was set]													
	Improve interactions with the wider community.  Improve the performance and development culture within the school.	12 month targets	<b>Parent Opinion Survey data will improve:</b> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Parent Opinion Survey</th> </tr> <tr> <th></th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016</th> </tr> </thead> <tbody> <tr> <td>Learning Focus</td> <td style="text-align: center;">5.35</td> <td style="text-align: center;">≥ 6.2</td> </tr> <tr> <td>General Satisfaction</td> <td style="text-align: center;">5.75</td> <td style="text-align: center;">≥ 6.2</td> </tr> </tbody> </table>			Parent Opinion Survey				2015	2016	Learning Focus	5.35	≥ 6.2	General Satisfaction	5.75
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Create processes and procedures that support quality planning and decision making.	<ul style="list-style-type: none"> <li>Curriculum and admin timelines established for the year and for each term</li> <li>School Budget reflects the needs of the curriculum</li> <li>Teacher planning documents and work program development are given more time for development. Regular feedback from the principal/coach is provided</li> </ul>	Principal and business manager to meet regularly. Timelines communicated to all staff via emails ad minutes. Regular monitoring of budget by Prin and BM  Time set aside for planning and document development Time set aside for feedback	Principal- business manger  Prin and BM	Ongoing  Ongoing	Clearly communicated timelines and schedules are adapted and adhered to  SC regularly monitors and questions the school budget. Finance Committee meets regularly. Quality and strength of planning documents improve											
Utilise school spaces and resources effectively and create opportunities for collaboration with others.	<ul style="list-style-type: none"> <li>Continue to invest in ICT resources and upgrade as needed</li> <li>Improved garden spaces- students utilising produce for healthy cooking</li> <li>Money invested in school grounds and infrastructure</li> </ul>	School Budget reflects this as a priority. Continue to apply for grants and to invest in infrastructure from school budget	Prin/BM and SC	Ongoing	Improved environment. Students involved in care of school. Healthy food/cooking included as part of Health curriculum. Communication of Health Policy to parents and wider community.											
Create a whole school culture of accountability and feedback	<ul style="list-style-type: none"> <li>Professional Learning Plan is developed each term.</li> <li>Regular time set for professional learning</li> <li>Professional learning that targets needs of individuals as well as the collective group</li> <li>Each teacher provided with 2 hours coaching per week</li> <li>Further develop knowledge of budgets and individual curriculum area budgets</li> <li>Equity funding is used to improve student learning in F-2 class- focus on literacy/speech. The budget is \$600 per fortnight or \$2000 per term to a total of \$8000 per 2016 calendar year.</li> <li>Training and employing Integration staff to provide follow-up speech activities at school- \$5000 from second term.</li> <li>Ensure all curriculum programs are adequately funded</li> <li>School newsletter and website continue to be developed and access provided for wider community</li> </ul>	Professional learning is sourced and timetabled. Further development of networks Kinglake Cluster Graduate teacher supported by individualised PD if needed. Further PD around new curriculum areas, Music, ICT and Inquiry Learning. Principal to act as Numeracy coach  Continued upskilling by experts Further develop knowledge of budgets and accountability and utilise department resources Revisit and assess current assessment schedule- update and refine as needed.  Ensure equity funding is targeted to an intervention program- Speech Pathology. Speech Pathologist employed and aide staff trained at school to provide ongoing intervention. Budgets and resource update Regular maintenance and update of school assets Will require credit to cash transfer to fund programs fully	Prin/teachers  Prin/grad teacher  All All  Prin/BM  All  Prin	Ongoing  As needed  As need  Prin/BM  All  Prin	Improved teacher pedagogy and consistency across the school Staff give feedback on external PD- Fractions/Writing in school PLTs Increase enthusiasm and sharing of ideas Improved capacity which is reflected in classroom pedagogy  Improved capacity to implement these programs- impact on student engagement and wellbeing Teachers spend time on reflection and evaluation of their pedagogy- documented in coaching notes and coaching template Feedback provided on negotiated teaching points Resources purchased and funds expended in curriculum programs Evaluation of equity funding against speech/literacy intervention and its impact on student learning  Confidence in managing and maintaining healthy budgets  Equity funding is directly impacting students who need it; improved oral literacy and impact on reading and writing. Equity funding is reflected in school budgets; interim and confirmed.  Adequate resources for each program  Positive perception of the school within the community											

# 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	

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