

2016 Annual Implementation Plan: for Improving Student Outcomes

[0919]

Rockbank Primary School 2016

Based on Strategic Plan [2013-2016]

Endorsements

Endorsement by School Principal	Signed..... Name Troy Johns Date
Endorsement by School Council	Signed..... Name Lynette Courtice Date
Endorsement by Senior Advisor	Signed..... Name Anne Fox 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	
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>Our staffing profile has changed significantly over the past 18 months so embedding best practise and building teacher capacity and effectiveness is vital to ensure sustainability as we grow due to new estates in our catchment area. Our staff has gone from 4 classroom teachers with 3 having 20 years in this one setting to 2016 with only one of these experienced teachers remaining- the additional teachers are a first year graduate, a second year graduate and a teacher with 4 years experience with this all at Western Autistic.</p> <p>Traditionally teachers have planned on their own as theirs no teams. In 2015 we introduced PLTs as a whole school model. This is needed to build a shared collective responsibility and to ensure that best practise is consistent and that we have a guaranteed and viable curriculum.</p> <p>Our data and teacher confidence and content knowledge in Numeracy indicates that this is an area that requires professional development. Our school has been transitioning to a more differentiated 'point of need' approach to teaching and learning with data driving this. To support the continued development of this, teacher confidence in this and the sustainability of this a focus on data driven planning is required in Reading, Writing and Mathematics.</p> <p>Student behaviour, both social and learning. Our Attitudes to School and Parent Opinion Survey, although they indicate a consistency in these area, identify this as an area for concern with staff indicating that student learning behaviours and confidence to learn as an area of concern. Learning behaviours includes students not seeing purpose behind their learning.</p> <p>Our high percentage of students with additional needs and an increase of students with Autism Spectrum Disorder means that we not only need a whole school approach to expectations but that staff and our community need their capacity built in best practise in dealing with students with both individual and challenging needs.</p> <p>The technology at Rockbank PS has been extremely 'old' for a while therefore not only is the hardware old but due to it's inconsistency in working staff have avoided and systems and structures within the school have not been established to utilise it to benefit teaching and learning.</p> <p>The focus on the following areas in 2016:</p> <ul style="list-style-type: none"> • Building the capacity of all staff in Literacy and Mathematics and the use of data to drive 'point of need' planning including using the PLT model • Instructional framework • A guaranteed and viable curriculum • Student ownership of learning through Learning Goals • School Wide Positive Behaviour • Best practise when working with students with alternative needs including students with ASD • Embedding ICT into our school culture as a tool that engages, enhances and connects

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
Excellence in teaching and learning Curriculum planning and assessment	<ul style="list-style-type: none">- Build and monitor effective PLT establishing a data and action based culture- Build teacher and ES capacity in teaching and learning- Develop whole school agreed best practises in teaching and learning- Implement interventions that are in response to data (LLI) to support all students
Positive climate for learning Setting expectations and promoting inclusion	<ul style="list-style-type: none">- Develop and embed SWPBS into our school culture- Develop and establish interventions and consistent whole school approaches for challenging behaviour- Build staff capacity for how to deal with students with challenging behaviours- Develop whole school practise to become an ASD inclusive school

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals
To improve and maximise student learning across the whole curriculum with a particular emphasis on Literacy and Numeracy.

Targets SSP 2013-2016

- At least 15% of students to be rated 'A', 15% of students to be rated 'B' and 95% rated 'A-C' against AusVELS across all English and Mathematics dimensions.
- All students (except PSD) to show a minimum 0.5 of growth in AusVELS achievement levels over a one year period in English (all dimensions) against both Teacher Judgment and the NAPLAN
- Assessment of Prep-2 reading data to show:
 - At least 80% of Year Prep students reading level 5 texts with 90%-100% accuracy
 - At least 80% of Year 1 students reading level 15 text with 90-100% accuracy
 - At least 80% of year 2 students reading level 20 texts with 90-100% accuracy
- Increase the percentage of students assessed in NAPLAN at Bands 7 & 8 (Year 5) in Reading, Writing and Mathematics
- NAPLAN mean scale scores at Year 3/5 in Reading, Writing and Mathematics to improve to 430/500 with at least 85 points growth from Year 3 to Year 5.

12 month targets

TIER ONE (Standardised Testing)

NAPLAN - relative growth data will indicate a minimum of:

- 90% achieving medium or high growth in Reading.
- 80% achieving medium or high growth in Writing
- 70% achieving medium or high growth in Mathematics

Students	Targets
Year 3	• At least 80 % of Year 3 students to be in the top three NAPLAN bands across all indicators.
Year 5	• At least 80 % of Year 5 students to be in the top three NAPLAN bands across all indicators.

TIER TWO (Standardised Testing Selected by RBPS)

- Introduce PAT Maths and set appropriate targets including growth targets with at least 12 months growth achieved over the year for all students (except those deemed not capable).
- Introduce a Whole School Spelling Assessment with a progression from Oxford Most Used Words to Single Word Spelling Test.
- Teacher judgment, 90% of students (deemed capable) to achieve individual growth of 1.0 AusVELS / Victorian Curriculum in the Mathematics and English domains.

TIER THREE (School Based Assessment - including pre & post testing, rubrics etc.)

Ongoing targets set for key Mathematical areas:

- Diagnostic testing will be used for every major unit of work in Mathematics measured through comparisons of pre and post testing
- Guttman charts will be used to guide differentiation within a class

Ongoing targets set for key Writing text types:

- Rubrics will be used with students completing a piece prior to explicit teaching
- Work samples will be evaluated as pre and posts tests
- Guttman charts will be used to guide differentiation within a class

Ongoing targets set for Reading based on Fountas & Pinnell Benchmarking Assessment

- Six month growth targets
- Individual student growth over 12 months will be measured using F & P Benchmarking

	Expected text entry	Minimum expected 6 month growth	Minimum expected 12 month growth	Minimum text level growth Target
Prep	A	B	D	4 text levels
Year 1	E	F	J	6 text levels
Year 2	K	L	M	3 text levels
Year 3	N	O	P	3 text levels
Year 4	Q	R	S	3 text levels
Year 5	T	U	V	3 text levels
Year 6	W	X	Y	2 text levels

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
Continue to build and monitor a whole school practise to Professional Learning Teams (PLTs).	<ul style="list-style-type: none"> Weekly PLT meeting to be scarred Professional reading and dialogue together using research based reference texts including Patrick Griffin's Assessment for Teaching and DuFour's Learning By Doing Ensure all PLTs and teachers follow the teaching cycle of assess - analyse - teach - reflect Focus on Tier 3 data to inform teaching practices <ul style="list-style-type: none"> Maths Pre and Post Tests Reading Conference Notes and Running Record information Writing Guttmen Charts from sample texts 	<ul style="list-style-type: none"> Each classroom teacher released for a planning day per term to work with teams from other schools doing similar work (i.e. Newport Gardens PS (Writing), Kororoit Creek PS (Mathematics and Reading) and Coburn PS (iPads as a tool to enhance instruction) Each teacher has been given an iPad for their assessment use Ensuring that our school has a rich professional library including both holistic and curriculum area specific texts An Apple TV installed in Professional Learning Room where PLTs will take place so data can be shared and discussed. 	Principal: Troy Johns All teachers	Ongoing throughout 2016	<ul style="list-style-type: none"> PLT behaviour to be consistent regardless of Principal's attendance - facilitating data analysis conversations, use of PLT agenda, assessment schedule and all staff having required and agreed materials Team / Cohort Action Plans developed Teachers' documentation reflects the work of the team (Guaranteed and Viable Curriculum) Teachers collaboratively develop assessment tasks and proficiency scales for each Essential Learning All teachers use SPA Platform to record outcomes of standardised and collaboratively developed assessment Each PLT focused on achieving 0.9 Effect size across all learning areas
Build and embed the knowledge and implementation of the best practise instructional model for Reading, Writing, Spelling and Mathematics with all teachers.	<ul style="list-style-type: none"> PLT meetings with a focus on evidence and data, links to Essential Learning, agreed instructional models, differentiated instruction and feedback PLT Action Plans to involve professional reading and dialogue PL opportunities including partnerships with Newport Gardens PS and Kororoit Creek PS Coaching and Feedback Models through partnership with Kororoit Creek PS including staff released to observe best practise and attend Planning Days at Kororoit Creek and Newport PS Teacher PDP plans linked to improving their instructional practise Focus on embedding continuums of learning in Maths using Booker, Van De Walle and Seimon Introduction of Fountas and Pinnell Levelled Literacy Intervention 	<ul style="list-style-type: none"> Coaching and Consultancy through partnerships with Newport Gardens PS and Kororoit Creek PS Weekly PLT- all classroom teachers to attend Whole School Weekly PL Technology- for both staff and students Employment of an ES to deliver 1 hour of LLI daily Purchasing of the FnP LLI Kit SPA Markbook to support transparency of data and to track data and trends Use of key reference texts CRT coverage to allow classroom teachers to attend other schools 	Principal: Troy Johns All teachers	Ongoing throughout 2016	<ul style="list-style-type: none"> Language and conversation in PLTs reflected in minutes Less variability within classrooms regarding practise Teacher PDPs reflect own growth Coaching documentation <p>Growth in teacher practice supported by survey data:</p> <ul style="list-style-type: none"> <u>Student Attitudes to School Survey data</u> <ul style="list-style-type: none"> Learning Confidence Stimulating Learning Student Motivation Teacher Effectiveness <u>Staff Opinion Survey</u> <ul style="list-style-type: none"> Collective Efficacy Collective Focus On Student Learning Academic Emphasis Guaranteed And Viable Curriculum <u>Parent Opinion School Survey data</u> <ul style="list-style-type: none"> Learning Focus Stimulating Learning
Continue to build teacher capacity and develop a data driven culture where 'every student is taught at their point of need for every minute of every day'.	<ul style="list-style-type: none"> Data and evidence to be shared and accessed by all staff Differentiate instruction Teachers assess and base instruction on their students' readiness for learning and their individual 'point of need' Teachers differentiate their instruction through changes in content, process, product and learning environment Use of SPA Platform to record pre & post test data, rubrics and standardised assessment to inform our Explicit Teaching Group planning <ul style="list-style-type: none"> Regular PL focus on the use of SPA Markbook 	<ul style="list-style-type: none"> PLT meeting (weekly) dedicated to looking at data and evidence Weekly SIT meeting to look at whole school data Purchasing of SPA Markbook Provision of an iPad per member of staff for easy recording of data to SPA Markbook 	Principal: Troy Johns All teachers	Ongoing throughout 2016	<ul style="list-style-type: none"> Work Programs to reflect differentiation Pre and Post Data recorded on SPA Markbook and then reflected in Work Program and then in practise. Classroom teaching reflects planning documentation Evidence of catering for individualised teaching Teacher judgements reflect a year's growth in AusVELS / Victorian Curriculum for all students (deemed capable)

Annual Implementation Plan: for Improving Student Outcomes

Goals	<p>To improve student abilities in self-managing their social and learning behaviours</p> <p>To increase student engagement in learning.</p> <p>To increase family and community engagement in the school.</p>	Targets SSP 2013-2016	<p>By the end of our Strategic Plan period in 2016:</p> <ul style="list-style-type: none"> • Parent opinion in the variable score areas of connectedness to peers to be at least 6.0, social skills to be at least 6.0, and student safety to be at least 5.5 • Staff opinion satisfaction levels in the variable score areas of student orientation to be up to 90% and student misbehaviour to be down to 18% • Reduce absence to 12 days per student by 2016. <p>To improve the following measures in the SATS:</p> <ul style="list-style-type: none"> • student safety from 4.20 in 2011 to 4.50 in 2016. • student morale from 5.17 in 2011 to 5.80 in 2016. • student distress from 5.37 in 2011 to 6.00 in 2016. • school connectedness from 3.81 in 2011 to 4.50 in 2016. • learning confidence from 3.50 in 2011 to 4.20 in 2016. • classroom behaviour safety from 2.64 in 2011 to 3.40 in 2016. <ul style="list-style-type: none"> • Student attitude to school survey satisfaction levels for girls and boys for the following variable score areas to be: School Connectedness up to 4.4 Student Motivation up to 4.5 Student Morale up to 5.55 Student Distress improve to 5.69 Stimulating Learning up to 4.10 School Connectedness up to 4.30 Classroom Behaviour up to 3.25 • To improve student absence data by at least 3 days across all cohorts
		12 month targets	<ul style="list-style-type: none"> • Parent opinion in the variable score areas of connectedness to peers to be at least 6.0, social skills to be at least 6.0, and student safety to be at least 5.5 • Staff opinion satisfaction levels in the variable score areas of student orientation to be up to 90% and student misbehaviour to be down to 18% • Reduce absence to 12 days per student by 2016. <p>To improve the following measures in the SATS:</p> <ul style="list-style-type: none"> • student safety from 4.20 in 2011 to 4.50 in 2016. • student morale from 5.17 in 2011 to 5.80 in 2016. • student distress from 5.37 in 2011 to 6.00 in 2016. • school connectedness from 3.81 in 2011 to 4.50 in 2016. • learning confidence from 3.50 in 2011 to 4.20 in 2016. • classroom behaviour safety from 2.64 in 2011 to 3.40 in 2016. <ul style="list-style-type: none"> • Student attitude to school survey satisfaction levels for girls and boys for the following variable score areas to be: School Connectedness up to 4.4 Student Motivation up to 4.5 Student Morale up to 5.55 Student Distress improve to 5.69 Stimulating Learning up to 4.10

School Connectedness up to 4.30

Classroom Behaviour up to 3.25

- To improve student absence data by at least 3 days across all cohorts

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
Building student ownership of learning.	<ul style="list-style-type: none"> Establishing a school matrix linked to our school values- focusing in this case on Learning Explicit teaching of 'We are Learners' expected behaviours All students to have personal Learning Goals and know what they are working on. Initial 10 days of the year 'Setting Up For Success' Students involved in development of their classroom environment, protocols and practices 	<ul style="list-style-type: none"> Implementation of SWPBS Staff to attend PL on SWPBS Student behaviour data to be explored at SIT Positive acknowledgement system embedded within school culture as per SWPBS framework Having the school value of Learning very visible including external signage Purchasing of XUNO or COMPASS to record office referrals and to save all ILPs 	All staff	Throughout 2016	<ul style="list-style-type: none"> Increase in students attending to and engaged in tasks during 'Learning Time' Decrease in office referrals during 'Learning Time' If you ask any student in the school what they are doing they will tell you their Learning Goals Personal Learning Goals being visible in classrooms
Consistent use of learning goas, intentions and success criteria	<ul style="list-style-type: none"> Consistent practice across all classrooms - use of learning intentions and success criteria 	<ul style="list-style-type: none"> An agreed Instructional Model Coaching and feedback model 	Classroom teachers	Ongoing throughout 2016	<ul style="list-style-type: none"> Students able to articulate the 'what' and 'why' of their learning and make links to their learning and their own learning goals Teacher planning - Explicit Teaching Group Planners Collaborative design of learning intentions and success criteria during PLT meetings Learning Intention and Success Criteria visible in Work Programs and in classrooms
'Every student is taught at their point of need for every minute of every day'.	<ul style="list-style-type: none"> Instructional Model consistently implemented across all teaching teams <ul style="list-style-type: none"> Data analysed and to drive all planning Learning and teaching differentiate Focus on Essential Learnings English and Mathematics Develop quality eLearning pedagogy for our classroom practices Assessment practices inform learning and teaching 	<ul style="list-style-type: none"> Twice weekly PLT meetings - attended by the LT-EL during data analysis session Essential Learning documentation developed by LT-EL and PLTS Assessment Schedule to be reviewed and implemented including new assessment of PAT Maths and SWST 	Classroom Teachers	Ongoing throughout 2016	<ul style="list-style-type: none"> Teacher generated common formative assessment tasks Essential Learning and Rockbank PS Instructional Model documents - clarity of curriculum expectations PLT meeting agendas ensure common and consistent practise PLT and classroom observation opportunities
Guaranteed and Viable Curriculum embedded	<ul style="list-style-type: none"> Clarity of Essential Learnings curriculum documentation in teacher planning and unit/lesson design Teacher content knowledge continues to grow Data to drive all planning Differentiation of student learning - every child, every minute, every day. Scope and Sequence and Rockbank Instructional Model documents to be reviewed and implemented 	<ul style="list-style-type: none"> Release for teaching teams to develop Essential Learning Curriculum documents PLT meetings PL weekly Researched based reference materials CRT coverage for teachers to develop appropriate documents or to work with teams of teachers at other schools. 	Classroom Teachers	Ongoing throughout 2016	<ul style="list-style-type: none"> Documentation PLT discussions - deeper level of content knowledge observable Deeper level of content knowledge reflected in differentiation observation in teachers' planning and lesson implementation Students are able to articulate their learning <ul style="list-style-type: none"> Learning Intentions are linked to students learning goals Students can articulate the links Students can demonstrate their learning goals (self-monitor) Lesson design purposefully engages students in the content
Consistency of expectations across the school.	<ul style="list-style-type: none"> Implementation of SWPBS Expected Behaviours represented with 3 school values in a matrix Initial 10 days Setting Up for Success Weekly 1 hour explicit lesson on school values and social and behavioural curriculum 	<ul style="list-style-type: none"> Implementation of SWPBS including acknowledgement system and school matrix of values with expected behaviours Staff (Student Well-Being Staff Representative)to attend if available SWPBS PL 	All Staff Student Well-Being Staff Rep	Ongoing throughout 2016	<ul style="list-style-type: none"> Matrix visible Staff and students referring to values in dialogue
Use of technologies to engage students.	<ul style="list-style-type: none"> Build staff capacity in ways to use technology as a tool to engage students. Maximise opportunities for students and staff to use technologies to increase engagement. 	<ul style="list-style-type: none"> All staff to have a iPad 5/6 students to have a 1:1 iPad All Preps to have an iPad mini The 1/2 and 3/4 class to share a bank of iPads Partnership with Coburn PS to share their learning Several days throughout the year pay a local tech to support hardware, software and teacher skills. To begin installing Apple TVs in learning spaces. 	All staff	Ongoing throughout 2016	<ul style="list-style-type: none">

Annual Implementation Plan: for Improving Student Outcomes



WELLBEING	
Goals <p>[2013-2016 SSP has no separate Wellbeing goal so goals and Targets are the same as Engagement.</p> <p>To improve student abilities in self-managing their social and learning behaviours</p> <p>To increase student engagement in learning.</p> <p>To increase family and community engagement in the school.</p>	Targets <p>By the end of our Strategic Plan period in 2016:</p> <ul style="list-style-type: none"> • Parent opinion in the variable score areas of connectedness to peers to be at least 6.0, social skills to be at least 6.0, and student safety to be at least 5.5 • Staff opinion satisfaction levels in the variable score areas of student orientation to be up to 90% and student misbehaviour to be down to 18% • Reduce absence to 12 days per student by 2016. <p>To improve the following measures in the SATS:</p> <ul style="list-style-type: none"> • student safety from 4.20 in 2011 to 4.50 in 2016. • student morale from 5.17 in 2011 to 5.80 in 2016. • student distress from 5.37 in 2011 to 6.00 in 2016. • school connectedness from 3.81 in 2011 to 4.50 in 2016. • learning confidence from 3.50 in 2011 to 4.20 in 2016. • classroom behaviour safety from 2.64 in 2011 to 3.40 in 2016. <ul style="list-style-type: none"> • Student attitude to school survey satisfaction levels for girls and boys for the following variable score areas to be: School Connectedness up to 4.4 Student Motivation up to 4.5 Student Morale up to 5.55 Student Distress improve to 5.69 Stimulating Learning up to 4.10 School Connectedness up to 4.30 Classroom Behaviour up to 3.25 • To improve student absence data by at least 3 days across all cohorts
	12 month targets <ul style="list-style-type: none"> • Parent opinion in the variable score areas of connectedness to peers to be at least 6.0, social skills to be at least 6.0, and student safety to be at least 5.5 • Staff opinion satisfaction levels in the variable score areas of student orientation to be up to 90% and student misbehaviour to be down to 18% • Reduce absence to 12 days per student by 2016. <p>To improve the following measures in the SATS:</p> <ul style="list-style-type: none"> • student safety from 4.20 in 2011 to 4.50 in 2016. • student morale from 5.17 in 2011 to 5.80 in 2016. • student distress from 5.37 in 2011 to 6.00 in 2016. • school connectedness from 3.81 in 2011 to 4.50 in 2016. • learning confidence from 3.50 in 2011 to 4.20 in 2016. • classroom behaviour safety from 2.64 in 2011 to 3.40 in 2016. <ul style="list-style-type: none"> • Student attitude to school survey satisfaction levels for girls and boys for the following variable score areas to be: School Connectedness up to 4.4

			<p>Student Motivation up to 4.5</p> <p>Student Morale up to 5.55</p> <p>Student Distress improve to 5.69</p> <p>Stimulating Learning up to 4.10</p> <p>School Connectedness up to 4.30</p> <p>Classroom Behaviour up to 3.25</p> <p>To improve student absence data by at least 3 days across all cohorts</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Building Student Leadership to maximise student voice	<ul style="list-style-type: none"> Opportunities for School Captains to meet with Principal and School Council President Development of Role Description for student leadership positions House Captains to meet with Bethany Wolfe (PE teacher) fortnightly 	<ul style="list-style-type: none"> Student Leaders to have a Leadership Development Day in Term 2 and Term 4 	Principal: Troy Johns PE Teacher: Beth Wolfe Classroom Teachers	Ongoing throughout 2016	<ul style="list-style-type: none"> More student voice Attitudes to School Survey data Staff Opinion Survey data Parent Opinion Survey data
Embed SWPBS into our school culture	<ul style="list-style-type: none"> School values aligned with expected behaviours on matrix Record data to track trends of behaviours Acknowledge and reward expected behaviours A tiered approach to student behaviour- development and implantation of this Weekly explicit hour lesson on social and behavioural curriculum 	<ul style="list-style-type: none"> Student Well-Being Staff Representative Role- staff member to have day CRT per term to meet and plan PL schedule to include PL on SWPBS Purchasing of visuals of school values to promote values within whole school community Employment of 0.2 of an ES Staff member to support the whole school SWPBS and ASD support Purchase and implantation of XUNO or Compass to record and track incidents and rewards A positive acknowledgement system- whole school 	All Staff	Ongoing throughout 2016	<ul style="list-style-type: none"> Attitudes to School Survey data- specifically Student Safety and Behaviour Staff Opinion Survey data- - specifically Student Safety and Behaviour Parent Opinion Survey data- specifically Student Safety and Behaviour Decrease in Office Referrals and non-preferred behaviours Increased student attendance
Building staff capacity and school resources to assist with being inclusive for students with individual needs including students with ASD and SBD	<ul style="list-style-type: none"> An agreed consistent approach to working with students with individual needs 	<ul style="list-style-type: none"> Behavioural consultants used to assist teachers with both general and specific students Development of a space for ES and students to work Employment of 0.2 of an ES Staff member to support the whole school SWPBS and ASD support Development of and refurbish existing learning spaces so that they are more flexible and support the needs of our students with individual needs 	All staff		<ul style="list-style-type: none"> Less escalations from students who have ASD or SBD Increased attention to task for students with ASD and SBD Visibly a consistent approach to working with students with ASD and SBD

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	2013 School Strategic Plan does not have a Productivity goal.	Targets	2013 School Strategic Plan does not have a Productivity goal.		
12 month targets	2013 School Strategic Plan does not have a Productivity goal.				
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
<p>Equity (both Credit and Cash) to be specifically spent on the following:</p> <ul style="list-style-type: none"> - The appointment on a Range 2 ES full time staff member to focus on ASD inclusion, SWPBS implementation and LLI implementation (\$35,000 Credit) - Employing our 0.4 PE teacher for additional days (as needed) to release staff to attend Professional Learning opportunities with Kororoit Creek PS and Newport Gardens PS (\$5,000 Credit) - Purchasing of Fountas and Pinnell Levelled Literacy Intervention program (\$5000 Cash) - Employment of CRT staff to release teachers to attend Professional Learning opportunities at Kororoit Creek PS and Newport Gardens PS (\$10,000 Cash) - Resources to implement SWPBS (\$500 Cash) - Purchase of mentor texts to support Professional Learning learnings (\$500 Cash) - Purchase of a screen to support the sharing of data in PLTs (\$1000 Cash) - Payment for consultants to support the development of ASD inclusion plans (\$2000 Cash) - Purchase of agreed professional reading resources and texts for PLTs (\$1000 Cash) - Attendance to Professional Learning opportunities (\$5000 Cash) - Purchasing and Professional Learning in SPA Markbook to support data collection for PLTs and teaching and learning practise (\$4000 Cash) - Purchasing of equipment, furniture and resources to support being an ASD inclusive school including Boardmaker(\$3000 Cash) <p>The linking of these items to our goals are below.</p>					
Continue to link AIP and PDP cycle	<ul style="list-style-type: none"> • PDP goals link to the work of the AIP and our PLTs 	<ul style="list-style-type: none"> • Professional learning linked to PLT work <ul style="list-style-type: none"> ○ Strategic use of meeting schedule time ○ Allocation of PL budget (through Equity) - Leadership, Teacher, ES • Partnerships with Newport Gardens PS and Kororit Creek PS to support both PL Schedule and PDPs 	<ul style="list-style-type: none"> • All staff 	Ongoing through 2016	<ul style="list-style-type: none"> • All staff develop smart goals which link directly with the AIP • Professional Learning Schedule linked to the goals of the AIP
Use of SRP funding in AIP goals	<ul style="list-style-type: none"> • Focus of our PLTs • Sub-program budgets provide adequate funding to support resource needs 	<ul style="list-style-type: none"> • Financial priorities <ul style="list-style-type: none"> ○ Dedicated ○ PL Teams given time for their data analysis and planning ○ Coaching • Negotiated to have 3 meetings after school so one is a PLT for all teachers to attend • Timetabled meeting for all ES to meet to build capacity 	<ul style="list-style-type: none"> • Principal • All Staff 	Ongoing through 2016	<ul style="list-style-type: none"> • Consistency of best practise and decreased variability • Consistent use of using data to drive planning therefore improved student outcomes • Improved understanding of students with ASD therefore less escalations of behaviour
Use Equity and SRP funding to support educational leadership	<ul style="list-style-type: none"> • SRP funding of a Range 2 ES to support building resources and capacity of staff to work with students with ASD, to support the implantation of SWPBS and the implementation of LLI • SRP funding to support additional days for our 0.4 PE teacher to cover teachers to attend Professional Learning opportunities at Kororoit Creek PS and Newport Gardens PS. 	<ul style="list-style-type: none"> • Implementation of whole school approach to working with students with ASD • Implementation of SWPBS • Implementation of LLI • Partnerships with Newport Gardens PS and Kororit Creek PS to support both PL Schedule and PDPs 	<ul style="list-style-type: none"> • Principal • Teachers • ES Range 2 • ES Staff 	Ongoing through 2016	<ul style="list-style-type: none"> • Matrix • School Engagement Policy • Consistent approach to responding to behaviour • Improved student outcomes for students at risk through the LLI program
School Finances	<ul style="list-style-type: none"> • Effective operation of School Council Finance Committee • Compliance with DET financial guidelines 		<ul style="list-style-type: none"> • Principal • Business Manager 	Ongoing through 2016	<ul style="list-style-type: none"> • Financial records presented at monthly School Council meetings

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	