Annual Implementation Plan: for Improving Student Outcomes

School name: St Georges Rd Primary School
School number: 4666

Year: 2017
Based on strategic plan: 2014 -2018

Endorsement:

Principal Kerrianne 'Dougie' Souter February 10th 2017

Senior Education Improvement Leader: Marian Lawless Feb 15th 2017

School Council President: Jackie Ciszewski February 10th 2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
Achievement 1. Improve student achievement by developing cohesive, coherent and consistent teaching and learning pathways between year levels. 2. Improve the achievement for all students by establishing specific expectations of staff professional expertise and accountability, focussed on consistency of differentiated and effective practice that is applied in all classrooms. **Engagement** 1. Improve the school and parent partnership by formulating and implementing effective measures for a positive impact on student learning outcomes. 2. Increase student attendance and punctuality 3. Improve student leadership, voice and aspiration **Wellbeing** 1. Further develop behavioural and social expectations at school including cultural understanding of diversity, sensitivities and awareness for the whole school community.

Improvement Priorities	Improvement 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	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

St Georges Rd has a complex student demographic with a Student Family Occupation Index which increases with annually n line with enrolments and currently sits at .845. The enrolment profile includes 50% Anglo- Australian families, 30% of students are from Non-English Speaking Backgrounds –mainly from middle eastern countries and with a growing proportion of New Arrival Refugee students (Syrian and Afghani). Almost 20% of students are indigenous and 85% of families are in receipt of Health Care benefits. The high SFO index highlights the lack of educational opportunity or attainment for our families and with this in mind the school is focused on creating a safe and stimulating climate that is conducive to effective teaching and learning and approaches that will connect families into the educational partnership. We have a Connected Team Leadership Model that provides an infrastructure for build curriculum leadership capacity within our school and across neighbourhood schools. Equity Funding has been utilised to recruit and develop leadership capacity, provide Intervention and Acceleration programs and provide high quality professional development in Literacy and Numeracy. Our next steps are to consolidate the professional learning into consistent and coherent classroom practice. To do this our school will focus on – Excellence in Teaching and Learning by Building practice excellence and professional leadership.

Priority 1: Excellence in Teaching and Learning

Initiative: Building practice excellence

The school has developed a solid basis for Teacher Collaboration (71%) and Collective Focus on Student Learning (88%) in the teaching and learning process. Whilst Staff Opinion data shows strong Collective Responsibility (83.75); Collective Efficacy (63.40) and Academic Emphasis (67.43) are areas for improvement. Student Achievement data results continue to show variable outcomes indicating a continued need to focus on and strengthen consistency in practice in Literacy and Numeracy at all year levels and the development of school wide curriculum documentation.

Several of the Key Improvement Strategies identified in our 2014 - 2018 School Strategic Plan are encompassed in this overarching Improvement Priority with a clear direction in applying professional learning into consistent daily practice.

The emphasis continues to be on developing and implementing a consistent Instructional Model in Literacy- focused on phonemic awareness/ Phonological knowledge and a targeted and focused approach to Writing from Foundation to Year 6; and a Numeracy Instructional model with an emphasis on fluency and place value.

Further to the documented goals in the School's Strategic Plan is the development of a whole school curriculum plan in 2017.

Priority 2: Professional leadership

Initiative: Building leadership teams

This second priority is clearly connected to building practice excellence with our attention being placed on building curriculum leadership capacity across the school in a connected way – for all teachers individually and for teams of teachers. There is a strong professional learning culture (75%) and staff rate collegiate trust highly (89%). These areas provide a solid foundation for improvement with Instructional Leadership (77%), Active participation (63%) and Feedback (61%) – strong indicators for the next steps of developing a coaching and mentoring culture and actions that are aligned to our School Strategic Plan for building middle level curriculum leadership and establishing a SGRPS observation model driven by professional learning initiatives for consistent and coherent teaching and learning approaches.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
1. Building practice excellence	▪ **Effective and Consistent Instructional Model** and application of professional learning into daily classroom practice - Professional Learning Team 4 Week cycle**:** Grade level teams utilising data, developing focussed teaching units, classroom observations, moderation and reflection for ongoing improvement utilising evidence based high-impact strategies. (pp 9-11 Continua for School Improvement) - Establish High Impact Strategies proforma for classroom observations - Grade level PLT planning and accountability for implementation of 2 hours Literacy block – including the 1 hour daily writing block that follows the SGRPS Instructional model and ensures that spelling (SWST), Phonological knowledge, grammar and punctuation, sentence development, handwriting and dictation are planned for and implemented. - Grade level PLT planning and accountability for implementation of 1hour Numeracy block that follows the SGRPS Instructional model including the Open Ended structure and ensures daily number fluency.
	▪ **Refinement of school-wide Professional Learning Plan** - Development and refinement of the school side professional learning plans that will support teacher growth, collaboration and efficacy -. The Professional Learning Plans will prioritise the consolidation of effective and consistent practice of: High Reliability Literacy Teaching Procedures (Writing and Phonological Knowledge); the Effective Teaching of Mathematics including the FISO Community of Practice: Neighbourhood Numeracy, the use of ICT, Social Competencies and the integration of First Nations Curriculum.
	▪ **Documented Whole School Curriculum Plan** - The Leadership team and Curriculum Leaders will lead the development and implementation of the St Georges Rd P.S Curriculum Plan across each year level and capabilities. The SGRPS Curriculum Plan will document the scope and sequence of learning from Foundation to Year 6 and links between curriculum areas and extra curricula activities, units of study with content descriptions, achievement standards, assessment tools and resources.
2. Professional leadership	▪ **Instructional and Shared leadership** to build individual and collective capacity and efficacy. - Modification of the Connected Leadership Model to rationalise curriculum teams at Grade levels and allocate staff to key areas for school improvement - Refine the specifics within leadership role descriptions to strengthen curriculum and intervention coordination, staff professional growth and the effective management of assessment and data processes. - Refine the Curriculum team role descriptions, meeting schedule and professional learning team forums to strengthen individual and collective growth, leadership capacity, accountability and efficacy. - Maintain and develop leadership capacity across the school through mentoring, coaching, neighbourhood collaboration and participation in leadership development programs
	▪ **Strengthen the culture of student achievement across the school.** - Clear articulation of the 2017 direction, the student learning and engagement goals and professional learning plan. - Development of effective approaches for student goals setting and feedback on learning. - Maintain and further enhance the focus on parent and community engagement activities and school based initiatives that build student learning capacity, leadership and voice.

Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please not that, in the progress status section, 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 slightly behind schedule but remediation strategies are in place to get back on schedule and 🟢 on schedule and/or completed.

STRATEGIC PLAN GOALS

Improve the achievement for all students by establishing specific expectations of staff professional expertise and accountability, focussed on consistency of differentiated and effective practice that is applied in all classrooms.

IMPROVEMENT INITIATIVE

Excellence in Teaching and Learning - Building Practice Excellence

STRATEGIC PLAN TARGETS

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	75% students @ 0.5 8+% at level A or B	75% students @ 1.0 10% at level A or B	75% students @ 2.0 10% at level A or B	65% students @ 3.0 10% at level A or B	60% students @ 4.0 10% at level A or B	70% students @ 5.0 10% at level A or B	60% students @ 6.0 20+% at level A or B
NAPLAN Reading	Decrease % of students @Band 1 & 2 from 35% to 25% and increase % of students at Band 5 & 6 from 10% to 15%			Decrease % of students @Band 3 & 4 from 49% to 35% and increase % of students at Band 7 & 8 from 6% to 15%			
Number	80% students @ 0.5 5% at level A or B	80% students @ L1.0 5+% at level A or B	80% students @ L 2.0 5+% at level A or B	70% students @L3.0 10+% at level A or B	60% students @ 3.0 10% at level A or B	65% students @ L5.0 10% at level A or B	60% students @ L6.0 20+% at level A or B
NAPLAN Number	Decrease % of students @Band 1 & 2 from 40% to 30% and increase % of students at Band 5 & 6 from 12% to 20%			Decrease % of students @Band 3 & 4 from 41% to 30% and increase % of students at Band 7 & 8 from 9% to 20%			

Staff Opinion Measures

Collective Efficacy	Renewal of Knowledge & Skills	Active Participation / Collective Participation	School Level Support	Coherence	Feedback
↑ 80.33 to 84	↑ 511 to 530	↑ 494 – 520+ & ➔ @ 566+	➔ @ 575+	➔ @ 554+	➔ @ 533+

12 MONTH TARGETS

*All students deemed capable to make 12months relative growth in 12 months
As measured by EoI & MoI (F-2); OnDemand Reading & Number (Yr 3-6)

*Students on EAL pathways to make consistent and relative growth.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Equity	
				12 months:	🔴 🟡 🟢			
Effective and consistent Instructional Model and application of professional learning into daily classroom practice	**Professional Learning Team 4 Week cycle:** Grade level teams will be utilising data, developing focussed teaching units, implementing a classroom observation model, moderating and reflecting on practice. How- H/R: The T&L leader will support grade level PLTs to reflect on practice against High	RB L/Ship team: DS, A.B TR RB	Dec 2017	6 months: • Development of weekly lesson plans at grade levels – to fit beneath term planners and SCOPE & SEQUENCE – Literacy & Numeracy • Alignment of curriculum encompassing Vic. Curriculum, First People's Curriculum and Social Capabilities • Staff PD – High Impact Strategies and improved outcomes in Staff Opinion Survey – supportive leadership, collective efficacy & Coherence	🔴 🟡 🟢		$105K $95K	$10K $7K

<table>
<tr>
<td rowspan="4"></td>
<td>Impact Strategies and improvement initiatives with Literacy & Numeracy
How F/R: Critical Friends- Equity Budget Assessment release timetable: Equity Budget T&L leader & C/Coord. – Equity Budget</td>
<td>L/Ship team:
RB, AB &DS</td>
<td></td>
<td>• Improved student learning outcomes as per SGRPS Assessment Schedule</td>
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<td>12 months:
<table><tr><td>Collective Efficacy
↑ 80.33 to 84</td><td>Renewal of Knowledge & Skills ↑ 511 to 530</td></tr><tr><td>Active Participation / Collective Participation
↑ 494 – 520+ &
➔ @ 566+</td><td>Coherence
➔ @ 554+</td></tr><tr><td>Feedback ➔ @ 533+</td><td></td></tr></table>Priority Review Report for forward actions for 2018 A.I.P</td>
<td>● ● ●</td>
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<td>Establish High Impact Strategies proforma for classroom observations in collaboration with classroom teachers and Curriculum teams.
How- H/R: L/Ship team meetings, Curriculum team meetings and PLTs
How F/R: CRT release if required [Professional learning budget – Equity Funding]</td>
<td>RB
L/Ship team:
DS, A.B

TR
ES staff
A.B</td>
<td>End of term 1 2017</td>
<td>6 months:
• Documented PD – High Impact strategies
• Classroom observations proforma/ reflection sheet Writing & Numeracy Instructional Model – Semester 1 in Planning at all grade levels.
• Teacher reflection on High Impact strategies at Mid-cycle review</td>
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<td>12 months:
• Documented PLTs and Rubrics on Writing Observations
Reading Instructional Model –Semester 2 in Planning at all grade levels.
• All students deemed capable to make 12 month’s growth in Writing
• Teacher review on High Impact strategies at End of cycle review
• [Staff Opinion outcomes as listed above]</td>
<td>● ● ●</td>
<td></td>
<td>$25K</td>
<td>NIL</td>
</tr>
<tr>
<td>Effective Grade level PLTs and Accountability for implementation of Instructional Model</td>
<td>All classroom teachers will implement a 2hour Literacy block – including the 1 hour daily writing block that follows the SGRPS Instructional model and ensures that spelling (SWST), Phonological knowledge, grammar and punctuation, sentence development, handwriting and dictation are planned for and implemented.
How- H/R: The T&L leader – timetable Management and PLT accountability
C/Coord: Planning, Classroom support, mentoring and coaching role and the development of Support resources
Literacy Leaders: Section Meetings
How F/R: Critical Friend (Dr John Munro)- Equity Budget
Curriculum Coordination: Equity Budget</td>
<td>RB
L/Ship team:
DS, A.B
TR

RB & TR

Literacy Leaders:
DS & TR
JN, PW, AC
MR, FF, JP

ES staff
A.B</td>
<td>Feb 2017
Ongoing</td>
<td>6 months:
• Improved outcomes for Spelling/ Writing –SWST
• Documented evidence of implementation of Writing Instructional Model – planning documents and observations / Lesson study
• Timetabled coaching and coordination support
• Improved student learning outcomes as per SGRPS Assessment Schedule</td>
<td>● ● ●</td>
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<td>$95K
$78K</td>
<td>$7K
$6K</td>
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<td>12 months:
• All students deemed capable to make 12 month’s growth in Writing (Teacher Judgement against Vic.Curriculum & EAL Pathways; and SWST spelling data
• Writing observation proforma with HRLTPs/ reading strategies framework
• Reading instructional model consolidated by semester 2
[Staff Opinion outcomes as listed above]</td>
<td>● ● ●</td>
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<td>$67K</td>
<td>$5K</td>
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				Student achievement against - School Strategic Plan targets • Grade level term overview weekly planners & Scope & Sequence planning documents				
	Grade level PLT planning and accountability for implementation of 1hour Numeracy block that follows the SGRPS Instructional model including the Open Ended structure and ensures daily number fluency. How- H/R: The T&L leader – timetable Management and PLT accountability C/Coord: Planning, Classroom support, mentoring and coaching role and the development of Support resources Literacy Leaders: Section Meetings How F/R: Critical Friend (Professor Peter Sullivan) - Equity Budget Curriculum Coordination: Equity Budget	RB L/Ship team: DS, AB TR RB & TR Numeracy Leaders: RB DR, KT, VN BR, DC, JS ES staff A.B	Feb 2017 Ongoing	6 months: • Documented evidence of implementation of Mathematics Instructional Model – planning documents and observations • Numeracy Action Plan • Timetabled coaching and coordination support • Improved student learning outcomes as per SGRPSS Assessment Schedule • Documented Open-ended maths learning units Place Value from F-Grade 6	🔴 🟡 🟢		$37K $58K	$4.4K
				12 months: • Documented Open-ended maths learning units Statistics and Probability from F-Grade 6 • FISO plan and goals for 2017 achieved • All students deemed capable to make 12 month's growth in Numeracy (Teacher judgement, NAPLAN relative gain measures) • Numeracy Intervention documentation Student achievement against - School Strategic Plan targets	🔴 🟡 🟢			
Refinement of school-wide Professional Learning Plan Development and refinement of the school staff professional learning plans that will support teacher growth, collaboration and efficacy .	Professional Learning Plans will prioritise the consolidation of effective and consistent practice of: High Reliability Literacy Teaching Procedures, a continued focus on Writing and Phonological Knowledge, the use of ICT, Social Competencies and the integration of First People's Curriculum). How- H/R: The Student Learning Assistant Principal, T&L leader & Curriculum Coordinator will collaboratively develop 12month school action plan and set professional learning into term schedules. C/Coord: Planning, Classroom support, mentoring and coaching role and the development of Support resources Literacy Leaders: Section Meetings How F/R: C/Coord: Equity Funding In-school P.D – P/LCRT Program Budget [EF] Curriculum Day - T3 – Prof Peter Sullivan	L/Ship team: DS, L.S, A.B & RB A.P, RB & TR TR LS TR A.B & RB D.S A.B ES staff A.B	2017 Plan Feb 2017 Term 1 P/Lplan Dec 2016 Budget Plan Dec 2016 DS Prof P.S T2-1.5 -2.5 T3 14.8 C/Day	6 months: • Documented staff PDP plans • Documented Literacy and Numeracy Professional Learning Plan for 2017, following on from 2016 plan • Development of ICT Professional learning plan • Evidence of staff implementation of Professional learning in weekly lesson planning • Improved outcomes for Staff Opinion Survey, Student Attitudes to School	🔴 🟡 🟢			
				12 months: • Literacy, Numeracy and ICT action plans established with 2018 forward planning documented • Section leader's minutes to feedback to leadership team – staff professional learning led by curriculum team leaders • Scope & Sequence, Grade level overview, & weekly planning to show evidence of consistent implementation of improvement actions • Staff professional learning plans from T1 -4 to show focussed learning in these areas. Collective Efficacy ↑ 80.33 to 84 | Renewal of Knowledge & Skills ↑ 511 to 530 Active Participation / Collective Participation ↑ 494 – 520+ & → @ 566+ | Coherence → @ 554+	🔴 🟡 🟢			

				Feedback ➔ @ 533+				
	Effective Teaching of Mathematics including the FISO Community of Practice: Neighbourhood Numeracy How- H/R: The Student Learning A.P, T&L leader & C/Cord will collaboratively develop 12 month school action plan and set professional learning into term schedules. FISO: The Principal, A.P & T&L leader will collaborate with Neighbourhood schools L/Ship team C/Coord: Planning, Classroom support, mentoring and coaching role and the development of Support resources Numeracy Leaders: Section Meetings How F/R: C/Coord: Equity Funding Budget In-school P.D – Program Budget – Professional Learning - CRT release Curriculum Days - T3 Professor Peter Sullivan & additional planning days Equity Budget	DS, A.P & RB TR A.B, RB & TR with DS DS, A.B & RB RB & TR Numeracy Leaders: RB DR, KT, VN BR, DC, JS ES staff	Ongoing Start to Term 1, 2017 FISO T4 2016	6 months: • Documented Place Value Units developed through collaborative Numeracy leadership (as per FISO plan) • Documented Numeracy Plan aligned with FISO and staff professional learning plans and school PLTs • Evidence of staff implementation of Professional learning in weekly lesson planning	🔴 🟡 🟢			
				12 months: • FISO plan and goals for 2017 achieved • All students deemed capable to make 12 month's growth in Numeracy (Teacher judgement, NAPLAN relative gain measures) • Numeracy Intervention documentation Student achievement against School Strategic plan targets.	🔴 🟡 🟢			
	Building teacher capacity with the use of ICT. The ICT leader will coordinate the ICT team leaders to develop a professional learning and implementation plan and lead the ICT team to build grade level team capacity for ICT implementation	ICT Leaders: SL KR, LC, ML, GP, JH ES staff A.B ICT support team		6 months: • E-learning plan actions implemented • Developed ICT professional learning plan • ICT Professional learning plan (2 per term) as per meeting schedule. • Evidence of ICT implementation in Grade level planning and classroom observations • PDP goals for all staff with a professional learning goal for ICT implementation	🔴 🟡 🟢		$110K	$8.5K
				12 months: • Documented ICT professional learning action plan • Grade level trials of using technologies for Language Experience/ Explicit teaching in Literacy and Numeracy blocks as per Semester 1 trial with Grade 3s and 5 team	🔴 🟡 🟢			
	Strengthening Social Competencies through Play is the Way, Positive Partnerships, School Values and Setting Directions guidelines will be led by SE&WB Assistant Principal and Section leaders.	LS Section Leaders:	Week 1 T1 ongoing 2 meeting – 3wk rotation	6 months: • Documented Play is the Way games across all Grade levels – weekly planners • Staff Professional learning sessions (2 per term as per meeting schedule) • 1 Parent forum for Positive partnerships each semester	🔴 🟡 🟢		$25K $53K	$15K $4K

	How- H/R: SE&WB AP to develop a Professional learning plan and model for upskilling Grade level leaders School wide P/Learning for Positive Partnerships, Values and Setting Directions initiatives with be implemented in section Meetings, whole staff workshops and parent forums. L/Ship team will develop a balanced professional learning plan will align staff meeting times for effective implementation How F/R: 'Play is Way' PD- Wilson McCaskill. Equity Funding Future Teacher release & resources: Equity Budget	LS JP, DT, DI, SC, AV, HMcB ES staff L/Ship team DS, LS, AB & RB Budget Planning DS & LS EV	Weekly meetings WMc T1 -3.2 C/Day Additional release semester 2	12 months: Student Attitudes to School Survey Student Motivation ↑ 4.59 to 4.7+ | Stimulating Learning ↑ 4.37 to 4.50+ School Connectedness ↑ 4.57 to 4.80+ | Learning Confidence ↑ 4.24 to 4.5 Teacher Effectiveness ↑ 4.53 – 4.7 Parent Opinion Survey Student Motivation ↑ 5.95 to 6.3+ ↑ 78.7 – 80+ | Stimulating Learning ↑ 5.96 to 6.3+ ↑ 82.9 to ↑ 84 Parent Input ↑ 5.41 to 6.0+ ↑ 80.4 to 82.0 | Learning focus ↑ 5.69 to 6.0+ ↑ 75.4 to 77.0	🔴 🟡 🟢			
Documented Whole School Curriculum Plan The Leadership team and Curriculum Leaders will lead the development and implementation of the St Georges Rd P.S Curriculum Plan across each year level and capabilities.	The SGRPS Curriculum Plan will document the scope and sequence of learning from Foundation to Year 6, making links between curriculum areas and extra curricula activities, units of study with content descriptions for weekly and lesson planning, achievement standards, assessment tools and resources. How- H/R: The Student Learning A.P will oversee the work of the T&L leader & C/Coord for developing the SGRPS Curriculum Plan including embedding First Nations Curriculum. Feedback received from Curriculum team members- Literacy/ Numeracy & ICT. First Nations Champions & L/Ship team This will be achieved through release of staff as required. How F/R: CRT release, Meeting schedule, Accrued TiL for additional meetings for whole school work on First Nations Curriculum	L/Ship team: DS, L.S, A.B & RB TR RB, A.B, TR Literacy, Numeracy &ICT team First Nations Champions RB, A.B & AC L/Ship team DS, LS, A.B & RB	Semester 1 2017 Ongoing Week 1 2017 Additional release	6 months: ✓ Whole school Literacy and Numeracy Scope & Sequence ✓ Grade Level term Scope & Sequence aligned to Thematic Units • Grade level weekly lesson planner – Literacy & Numeracy • Documented First People's Curriculum • Staff Professional learning and embedding F.P's Curriculum into Curriculum planners F-Yr 6.4 sessions semester 1).	🔴 🟡 🟢			
				12 months: • All grade level teams to have completed weekly overview of lessons including approaches and strategies • Student achievement data to be reflected in the school wide sequential curriculum plan and development of units of study for all grade levels • Development of assessments (pre and post) build into curriculum and weekly planners • First People's Curriculum embedded into term units • School wide grade level engagement in First Peoples curriculum enhancement experiences	🔴 🟡 🟢		$84K	$6.5K

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS

Improve the achievement for all students by strengthening the student achievement culture by building teacher's individual and collective capacity and parent and community engagement.

IMPROVEMENT INITIATIVE

Professional Leadership – Building leadership teams

STRATEGIC PLAN TARGETS

[Student Achievement Targets above]

Staff Opinion Measures:

Collective Efficacy	Renewal of Knowledge & Skills	Active Participation / Collective Participation	School Level Support	Coherence	Feedback
↑ 80.33 to 84 52%	↑ 511 to 530 86.2%	↑ 494 – 520+ & 63.4% ➔ @ 566+ 78%	➔ @ 575+ 76%	➔ @ 554+ 82.7%	➔ @ 533+ 63.2%

Student Attitudes to School Measures:

Student Motivation	Stimulating Learning	School Connectedness	Learning Confidence
↑ 4.61 to 5.2+	↑ 5.37 to 5.0+	↑ 4.55 to 5.0+	↑ 4.2 to 5.0

Parent Opinion Measures:

Student Motivation	Stimulating Learning	Parent Input	Learning Focus
↑ 5.95 to 6.3+	↑ 5.96 to 6.3+	↑ 5.41 to 6.0+	↑ 5.69 to 6.0+

12 MONTH TARGETS

12 Month Targets Staff Opinion Measures

Collective Efficacy	Teacher Collaboration	Collective Focus on Student Learning	Collective responsibility	Guaranteed and Viable Curriculum	Feedback	Coherence	Instructional leadership
↑ 80.33 to 84 ↑ 52% - 55%	↑ 511 to 530 ↑65.2% - 68%	↑ 494 – 520+ ➔ @ 566+ 89%- 90%	➔ @ 575+ ↑86.5% -88%	➔ @ 554+ ↑ 80%- 82%	↑63.2% – 65.0%	↑80.0% - 83%	↑77% - 80%

12 Month Targets – Student Attitudes to School

Student Motivation	Stimulating Learning	School Connectedness	Learning Confidence	Teacher Effectiveness
↑ 4.59 to 4.7+	↑ 4.37 to 4.50+	↑ 4.57 to 4.80+	↑ 4.24 to 4.5	↑ 4.53 – 4.7

12 month Targets – Parent Opinion

Student Motivation	Stimulating Learning	Parent Input	Learning Focus
↑ 5.95 to 6.3+ ↑ 78.7 – 80+	↑ 5.96 to 6.3+ ↑ 82.9 to ↑ 84	↑ 5.41 to 6.0+ ↑ 80.4 to 82.0	↑ 5.69 to 6.0+ ↑ 75.4 to 77.0

<table>
<tr><th rowspan="2">KEY IMPROVEMENT STRATEGIES</th><th rowspan="2">ACTIONS</th><th rowspan="2">WHO</th><th rowspan="2">WHEN</th><th rowspan="2">SUCCESS CRITERIA</th><th colspan="3">MONITORING</th></tr>
<tr><th>Progress Status</th><th>Evidence of impact</th><th>Budget
Estimate</th><th>YTD</th></tr>
<tr><td>[Drafting Note report here the KIS from the previous summary page]</td><td>[Drafting Note report here what the school will do and how - including financial and human resources]</td><td>[Drafting Note report here the person responsible]</td><td>[Drafting Note report here the timeframe for completion]</td><td>6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]</td><td>● ● ●</td><td>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td>12 months:</td><td>● ● ●</td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Instructional and Shared leadership to build individual and collective capacity and efficacy.</td><td rowspan="2">Rationalise curriculum teams at Grade levels and allocate staff to key areas for school improvement

<table>
<tr><th>Section
Luke S</th><th>Literacy
TR & DS</th><th>Numeracy
RB</th><th>ICT
SL & AP</th></tr>
<tr><td>JP</td><td>PW & JN</td><td>DR &KT</td><td>KR</td></tr>
<tr><td>DT</td><td>AC</td><td>VN</td><td>LC</td></tr>
<tr><td>DI</td><td>MR</td><td>BR</td><td>ML</td></tr>
<tr><td>LS*</td><td>FF</td><td>DC</td><td>GP</td></tr>
<tr><td>SC</td><td>NM & JP</td><td>JS</td><td>JH</td></tr>
<tr><td>AV</td><td>AC</td><td></td><td></td></tr>
</table></td><td rowspan="2">Principal –DS With L/Ship team
L/Ship team
DS, LS, A.B & RB</td><td rowspan="2">Term 4 2016 in preparation for 2017</td><td>6 months:
✓ Restructured connected leadership model – developing (grade levels) middle level leadership capacity.
✓ Members of leadership team to support grade level teams
✓ Documented 3 week meeting schedule rotation
• Introduction of school wide planning documents for weekly planning – (Literacy & Numeracy)</td><td>● ● ●</td><td></td><td>$95K</td><td>$7K</td></tr>
<tr><td>12 months:
• Review the 2017 Structure and role descriptions to ensure forward trajectory of leadership capacity.
• Vertical team to undertake BASTOW development program with school based project designed to build leadership capacity

Staff Opinion Survey
<table>
<tr><td>Collective Efficacy
🡅 80.33 to 84
🡅 52% - 55%</td><td>Teacher Collaboration
🡅 511 to 530
🡅65.2% - 68%</td></tr>
<tr><td>Collective Focus on Student Learning
🡅 494 – 520+ 🡆 @ 566+ 89%- 90%</td><td>Collective responsibility
🡆 @ 575+
🡅86.5% -88%</td></tr>
<tr><td>Guaranteed and Viable Curriculum
🡆 @ 554+
🡅 80%- 82%</td><td>Instructional leadership
🡅77% - 80%</td></tr>
</table></td><td>● ● ●</td><td></td><td></td><td></td></tr>
<tr><td>Modification of the Connected Leadership Model</td><td>Refine the specifics within leadership role descriptions to strengthen curriculum and intervention coordination, staff professional growth and the effective management of assessment and data processes.
How- H/R:
• Term 4 staff briefing – Directions for 2017
• Day 1 T1 2017- AIP directions, PLT (4Week rotation for Classroom observations) and section meeting format
• Revise the Prep/1 Intervention Model
How- F/R: Workforce Planning for additional ES support in each P/1 Classroom and Junior</td><td>Principal –DS With L/Ship team

Principal –DS With L/Ship team

Principal –DS With L/Ship team</td><td>Term 4 2016 in preparation for 2017

January Start to year folders

Nov 2016</td><td>6 months:
✓ Revised and explicit role descriptions for all teams (members)
• 2017 Performance and Development cycle to build on 2016 work - specify explicit targets for leadership of curriculum areas, staff professional growth and implementation of professional learning
✓ Planning and protocols established for classroom observations – Writing Instructional Model focus.
✓ Workforce plan - ES support in all P-1 classrooms with Junior Intervention support daily
• Improved outcomes in P-1 Literacy and numeracy outcomes (EoL, MoL & Vic Curriculum Teacher Judgements</td><td>● ● ●</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>12 months:
• Improved outcomes in P-1 Literacy and numeracy outcomes (EoL, MoL & Vic Curriculum Teacher Judgements</td><td>● ● ●</td><td></td><td></td><td></td></tr>
</table>

	Intervention (JN) 3 hours per day– Equity Budget			• Outcomes for individual students as per data collated from Intervention programs • Development of assessment protocols e.g. moderation and consistency protocols and data informed teaching & learning.				
	Refine the Curriculum Team Role Descriptions, meeting schedule and professional learning team forums to strengthen individual and collective growth, leadership capacity, accountability and efficacy. How- H/R: Curriculum team role descriptions – explicit link to A.I.P – Building Practice Excellence & Leadership teams. P/L forums, meeting schedule, timetables etc. PLT structure for grade level observations	Principal –DS Principal –DS RB & A.B RB, TR, A.B & DS		6 months: • Documented PLT schedule focus each term • Aligned timetable for grade level planning time • High Impact strategies (P9-11) as Professional learning focus and build into P&D plans • Documented classroom observation reflections and action plans • Improved outcomes Staff Opinion Survey	🔴 🟡 🟢			
				12 months: • Leadership development plan incorporates responsibility for High Impact strategies in all teacher practices • Developed capacity to interpret data at Curriculum leader's meetings (as per meeting agenda). •	🔴 🟡 🟢			
	Maintain and develop leadership capacity across the school through mentoring, coaching, neighbourhood collaboration and participation in leadership development programs Develop protocols or peer/ grade level observations (Lesson study model) and Refine a coaching and mentoring culture at each grade level across the school. How- H/R: School: Protocols and observation documentation developed at PLTs Neighbourhood: aligned meeting schedule for P/L How- F/R: Release for planning meetings as required [Equity budget for leader's professional development and planning time]	VIT mentors RB – DC TR- AC sem1 L/Ship team DS, LS, A.B & RB Curriculum teams T&L Leader – RB, TR & A.P		6 months: • 2 x graduate teachers to achieve full registration by Semester 1 • Lesson study model trial (Grade 3s and 5s), for consistent practice • Classroom observation documentation for implementation of the Instructional Model for Writing	🔴 🟡 🟢			
				12 months: • Improved outcomes Staff Opinion Survey – listed above • 2 x graduate teachers to achieve full registration by Semester 1 • Focus on data literacy development with curriculum teams – develop capacity across grade levels • Vertical team to complete BASTOW – Creating a High Performance Learning Culture.	🔴 🟡 🟢			
	Create Opportunities for teacher professional growth within an extended learning community. How- H/R: FISO Professional learning community Neighbourhood forums Leadership development opportunities (BASTOW- Creating a High Performance Learning Culture) in collaboration with WRPS How- F/R: Professional Learning Budget [Equity Budget].	FISO: numeracy L/Ship team 7 C/Coord DS, A.B & RB TR BASTOW: DS, A.B, RB, TR, JP & 1	T4 -2016 Sem 1 2017 TBD (North Melbourne)	6 months: <u>Neighbourhood Focus</u> • Documented Numeracy Open Ended Tasks – Geometry F-6. • Documented First Peoples Curriculum and evidence in class teacher's weekly planners	🔴 🟡 🟢		$10K	NIL Sem 2
				12 months: • Vertical team to complete BASTOW – Creating a High Performance Learning Culture. • Staff P& D plan achievements • Improved outcomes Staff Opinion Survey – listed above	🔴 🟡 🟢			
Strengthen the culture of student achievement across the school.	Clear articulation of the 2017 direction, the student learning and engagement goals and professional learning plan.	L/Ship team & C/Coord DS, A.B & RB		6 months: ✓ Start to year forum – 'Making a Difference' theme for 2017 • Priority Review – School self Evaluation	🔴 🟡 🟢			

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<td>How- H/R:
Leadership team will analyse the student achievement data and share at whole staff, curriculum team and section meetings.
Data Analysis led by A.P & T&L leaders
Staff forums led by Leadership team [January Leaders meeting & leadership team meetings].
Development of specific student learning goals for grade levels – defined in staff P&D plans
Term Professional learning plan aligned to Curriculum Action Plans.
How- F/R:</td>
<td>TR

L/Ship team & C/Coord
DS, A.B & RB TR
Data Analysis A.B & RB

A.B & RB, TR</td>
<td></td>
<td>• Development of Staff PDP plans – goals, strategies and evidence term 1.
• Improvement in student achievement data as per SGRPS assessment schedule
• Ongoing record keeping – Student Achievement profiles
• KELPs & I.L.P’s

12 months:
• All Curriculum, School Improvement, Intervention team meetings to have a component of data - relevant to discussion – as part of agenda as documented in minutes.
• Student learning goals visible in classrooms and teacher practices
• Documented curriculum team action plans

Coherence ↑80.0% - 83% | Instructional leadership ↑77% - 80%</td>
<td>🔴 🟡 🟢

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<td>Development of effective approaches for student goal setting and feedback on learning
How- H/R:
Teachers to strive for grade level targets and develop individual goals for each student (groups of students).
Student achievement goals in all staff P&D plans.
Term 1 – goal setting
Term 3 – Mid-cycle Review
Term 4 – End of cycle
Regular review each term of student achievement – with celebration of accomplishments and forward strategizing for continuous improvement against learning targets in grade level PLTs, Curriculum Team meetings.
School focus on approaches for student goal setting and feedback in staff workshop/ meeting schedule
How- F/R:</td>
<td>Principal and Leadership team

Leadership team – P&D
T&L leader
RB & C/C:TR
P&D process

RB

Curriculum team

Leadership team</td>
<td>Term 1 2017

Weekly PLTs

Term 1
Mid & End of Cycle reviews

Weekly PLTs

Focus on grade Level goals-1 per term

1 per semester</td>
<td>6 months:
• Establish and document a strategy for student goal setting and feedback that includes utilising ‘Play is the Way’ language/ philosophy for learning and developing social competencies
• Data guided conversations for establishing grade level achievement targets for PDP – documented in plan
✓ Documented PDP process for 2017

12 months:
• Classroom teachers to measure success against student goals / writing data – 12 month’s growth for all students deemed capable
• PLT focus – as per documented PLT schedule
• Grade level student profiles (December 2017)

Student Attitudes to School
Student Motivation ↑ 4.59 to 4.7+ | Stimulating Learning ↑ 4.37 to 4.50+
School Connectedness ↑ 4.57 to 4.80+ | Learning Confidence ↑ 4.24 to 4.5
Teacher Effectiveness ↑ 4.53 to 4.7</td>
<td>🔴 🟡 🟢

🔴 🟡 🟢</td>
<td></td>
<td>$10K

$15K</td>
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<td>Maintain and further enhance the focus on parent and community engagement activities and school based initiatives that build student learning capacity, leadership and voice.
How- H/R:
Communicate the goal of progressing students 12 month’s relative growth in 12 months to all students, families, community partners and teaching and non-teaching staff
Community partners: GV Water Leadership and reading support program</td>
<td>Principal
Leadership team

Curriculum team

All Staff members</td>
<td>Every opportunity – every week</td>
<td>6 months:
• 5+% parents attending Meet the Teacher and P/Teacher Interview process
• 2 Positive Partnership Parent forums
• Redesign the Role description and responsibilities for Family Engagement Coordinator

12 months:
• Student forum – focus on learning confidence, stimulating learning etc.</td>
<td>🔴 🟡 🟢

🔴 🟡 🟢</td>
<td></td>
<td>$44K
$33K</td>
<td>$3.3K
$2.5K</td>
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</table>

	How- F/R: Family Liaison Officers, Intervention staff, Koori Family Engagement Officer to assist the school wide effort	Family Engagement Team AC, MD, FA, MR, & DA Intervention Team TR, MR, JN, AC, VV & ST		• Improved outcomes in Staff Opinion Survey: Trust in Students and Parents 3.92 to 420+ •			$34K	NIL Sem 2

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS

Improve the school and parent partnership by formulating and implementing effective measures for a positive impact on student learning outcomes.

- Increase student attendance and punctuality
- Improve student leadership, voice and aspiration
- Further develop behavioural and social expectations at school including cultural understanding of diversity, sensitivities and awareness for the whole school community.

OTHER IMPROVEMENT MODEL DIMENSIONS

Positive Climate for learning

- Setting expectations
- Empowering students and building school pride – promoting student motivation and confidence
- Attendance

STRATEGIC PLAN TARGETS

[Student Achievement Targets above]

Student Attitudes to School Measures:

Student Motivation	Stimulating Learning	School Connectedness	Learning Confidence	Classroom behaviour
↑ 4.61 to 5.2+	↑ 5.37 to 5.0+	↑ 4.55 to 5.0+	↑ 4.2 to 5.0	↑ 3.68 to 4.0+

Parent Opinion Measures:

Student Motivation	Stimulating Learning	Parent Input	Learning Focus	Reporting
↑ 5.95 to 6.3+	↑ 5.96 to 6.3+	↑ 5.41 to 6.0+	↑ 5.69 to 6.0+	↑ 5.84 to 6.2++

Staff Opinion Measures:

Academic Emphasis	Parent and Community Involvement	Trust in students & parents	Collective Responsibility	Collective Efficacy	Feedback
↑ 472 to 490+	↑ 449 to 460+	↑ 392 to 420+	→ 560+	↑ 80.33 to 84 52%	→ @ 533+ 63.2%

Student Attendance Data

Decrease unexplained student absences	Improve the incidence of late attendance as recorded on CASES21
3 days at Foundation and Grade 1 2 day at all other levels	

12 MONTH TARGETS

Student Attitudes to School Measures:

Student Motivation	Stimulating Learning	School Connectedness	Learning Confidence	Classroom behaviour
↑ 4.59 to 4.7+	↑ 4.37 to 4.50+	↑ 4.57 to 4.80+	↑ 4.24 to 4.5	↑ 3.23 to 3.25

Parent Opinion Measures:

Student Motivation	Stimulating Learning	Parent Input	Learning Focus	Reporting
↑ 5.95 to 6.3+ ↑ 78.7 – 80+	↑ 5.96 to 6.3+ ↑ 82.9 to ↑ 84	↑ 5.41 to 6.0+ ↑ 80.4 to 82.0	↑ 5.69 to 6.0+ ↑ 75.4 to 77.0	↑ 5.84 to 6.2+ →96.4

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Staff Opinion Measures:

Academic Emphasis	Parent and Community Involvement	Trust in students & parents	Collective responsibility	Collective Efficacy	Feedback
↑ 472 to 490+ ↑ 67.43 to 69+	↑ 449 to 460+ ↑64.93 to 66.0	↑ 392 to 420+ ↑ 60.38 to 63+	➔ @ 575+ ↑86.5% -88%	↑ 80.33 to 84 ↑ 52% - 55%	➔ @ 533+ ↑63.2% – 65.0%

Student Attendance Data

Decrease unexplained student absences	2016	2017	Improve the incidence of late attendance as recorded on CASES21	2016	2017
3 days at Foundation and Grade 1 2 day at all other levels					

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Notes** report here the KIS from the previous summary page]	[**Drafting Notes** report here what the school will do and how - including financial and human resources]	[**Drafting Notes** report here the person responsible]	[**Drafting Notes** report here the timeframe for completion]	6 months: [**Drafting Notes** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Improve the school and parent partnership by formulating and implementing effective measures for a positive impact on student learning outcomes. Increase student attendance and punctuality	The school will develop a documented attendance and punctuality strategy including a sequence of actions for absenteeism and a reward system for positive attendance in 2017. How- H/R: H/R: Development of Action Plan Whole school workshops informed by research and local successful practices to develop a Punctuality and Attendance Strategy that can be implemented at teacher/ classroom level, administration and leadership level. Staged approach for staff meetings How- F/R: Parent forums- Family Liaison Officers, Koori Engagement Coordinator, EY's Transition [Equity Budget]	L/Ship team & whole staff Led by Principal & SE &WB A.P D.S & L.S	Discussion & forward planning T4 -2106 Document completed End of term 1, 2017	6 months: ✓ Documented flow chart strategy with staged action plan • Weekly data analysis with leadership team and developed course of action • Documented meetings with families – absenteeism, overseas travel/ extended holidays. • Attendance at parent forums	● ● ●			
				12 months: • Stronger family awareness of attendance and Punctuality issues through parent forums. • Teacher engagement in positive attendance strategies • Improved attendance and punctuality data Reduce the average days absent for the school wide data from 21 days to 18 days or lower	● ● ●			
Improve student leadership, voice and aspiration	The school will deepen the current student leadership infrastructure with grade level responsibilities, house group initiatives and leadership training and programs to build capacity, voice and aspiration. How- H/R: Development of Action Plan Whole staff workshops to develop infrastructure for stronger student leadership opportunities	L/Ship team & whole staff Led by Principal & A.Ps D.S & L.S A.P	Term 1, 2017 Ongoing	6 months: • Improved Student Attitudes to School Outcomes – Motivation, Connectedness, Safety. • Grade 6 Leadership Program including partnership with GV Water • Koori Culture, African Drumming program, Alternative Play – developing leaders	● ● ●		$10K	

<table>
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<td>Such as House Initiatives /points, community programs (GV Water), Grade level responsibilities etc.

How- F/R: Cost of student leadership development opportunities e.g. associated costs with G.V. Water programs,
Program Budget [SRP]</td>
<td>Student L/Ship team
D.S & L.S
A.P & RB
Whole staff</td>
<td></td>
<td>12 months:

• Term 3 GV Water Careers day
• Student forum data to inform actions for increased student leadership opportunities
• Staff workshop outcomes for building aspiration, student leadership programs and events to showcase learning achievements e.g. Grade 3 Magic of Maths, Grade 4-6 Assemblies

Student Attitudes to School
<table>
<tr><td>Student Motivation
↑ 4.59 to 4.7+</td><td>Stimulating Learning
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</table>
</td>
<td>● ● ●</td>
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<tr>
<td rowspan="2">Setting Expectations - Further develop behavioural and social expectations at school including cultural understanding of diversity, sensitivities and awareness for the whole school community.</td>
<td rowspan="2">The school will strengthen the school’s values and a culture of high expectations by embedding the approaches of Positive Partnerships and the ‘Play is the Way’ Social curriculum.

How- H/R:
The whole staff will undertake Professional learning in ‘Play is the Way’; approaches.
An action plan for implementation of games will be developed for effective implementation at Grade team level.
First 10 days curriculum will be implemented across the school – social competencies, school values and expectations
Positive Partnerships professional learning will be undertaken for teachers and parents.

How- F/R: ‘Play is the Way’ initial whole school P.D and Ongoing team development.
Positive Partnerships forums – team driver release.
[Equity Funding - professional learning]</td>
<td rowspan="2">L/Ship team & whole staff

Leader: LS

L/Ship team
LS
Section Leaders
JP, DT, DI, SC, AV

RB & A.B

P.P’s team
LS</td>
<td rowspan="2">Feb 3 2017

Fortnightly

1st 2 weeks Feb

1 per semester</td>
<td>6 months:

✓ Launch of Play is the Way program – building resilient children with a planned and documented section implementation of games (whole staff approach).
✓ Documented first 10 days Curriculum – routines, values, expectations
• Planned Positive Partnerships forum each semester led by team of P/P’s drivers</td>
<td>● ● ●</td>
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<td>12 months:

• Increased student resilience as per reduction in Primestar incidents, suspension data, and reported incidents
• Weekly planners to showcase average of 10 new games implemented across the school per classroom teacher.
• Up to 50 parents to have participated in Positive Partnerships forum over 2016 -2017.</td>
<td>● ● ●</td>
<td></td>
<td>$5K</td>
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