

2016 Annual Implementation Plan: for Improving Student Outcomes

5260

Glen Katherine Primary School 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed..... Name: Leanne Tingwell Date.....
Endorsement by School Council	Signed..... Name: Charles Charalambous Date.....
Endorsement by Senior Advisor	Signed..... Name: Rebecca Haig 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>Setting expectations and promoting inclusion: 2015 Attitudes to Schools survey results indicated positive responses to <i>Stimulating Learning, Student Motivation and Teacher Effectiveness</i> particularly. Areas indicated for improvement include <i>Classroom Behaviour, Learning Confidence</i> and <i>Stimulating Learning</i> targeting males.</p> <p>The 2015 Parent Opinion Survey results indicate an upward trend developing in <i>School Improvement, Teacher Morale, Student Learning</i>, with strong positive shifts in <i>Learning Focus, Approachability</i> and <i>Transitions</i>. The key focus of <i>Student Behaviour, Student Motivation</i> and <i>Parent Input</i> remain priority areas, as targeted in our Strategic Plan. Key achievement milestones within our 2015 AIP were not achieved. These are directly related to the implementation of our new school values, behaviour management surveys, ongoing student management PD and the development of a whole school SEL framework that is embedded across the school. Feedback from staff aligned to the need for consistent values education, the development of high expectations and protocols for all and the teaching of tools and skills to develop positive and self-regulating behaviours in students.</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
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> Teaching and Learning protocols collectively developed that target both teachers and students expectations Implement our new school values through the development of a Social and Emotional Learning Framework (SELF) promoting positivity and connectedness Refocus on student management (Steps to Learning) and align to the implementation of our values and SELF

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ACHIEVEMENT					
Goals	Each Glen Katherine PS student will make significant learning progress, regardless of his or her starting point, and achieve high standards of literacy and numeracy.	Targets	<ul style="list-style-type: none"> To increase the percentages of A & B grades based on 2014 data For each deemed capable student to achieve two progression points (as measured by AusVELS) during each school year To progressively increase the percentages of Year 3 and 5 students assessed in the top three NAPLAN Bands for their year level when measured from a 2014 baseline To improve the number (percentages) of students making high relative gain on NAPLAN measures to above 25% 	12 month targets	<ul style="list-style-type: none"> A 10% increase of A & B students in all curriculum areas (AusVELS Teacher Judgement) Data demonstrates a 2 progression point growth of all students aligned to their current developmental achievement 2016 NAPLAN data demonstrates 10% increase on achievement in all curriculum areas Compared with 2015 data, the high relative gain measure has increased
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
Teaching and Learning protocols collectively developed that target both teachers and students expectations	<ul style="list-style-type: none"> Articulate a set of beliefs (based on the Curiosity initiative) about how students learn best. (Across classrooms, teaching practices are aligned to curriculum and reflect these beliefs) 	Data Collection <ul style="list-style-type: none"> Surveys delivered to staff, students and parents capturing their perception of the school as inclusive, safe, respectful and orderly (reference School Improvement Initiatives pg 13, 23 & 24 – Setting Expectations and promoting inclusion) Staff PD <ul style="list-style-type: none"> What is our data telling us? Education State – Framework for Improving Student Outcomes linked to our AIP CURIOSITY & POWERFUL LEARNING – Adopt Consistent Teaching Protocols & Adopt Consistent Learning Protocols Staff PL <ul style="list-style-type: none"> Scheduled PLT focus on developing a GK set of beliefs (teaching & learning protocols) Observation and Coaching model focused on teaching practice and its alignment to curriculum 	Leanne (Prin), Karen (AP) supported by Core Curriculum Leaders (CC Leaders)	Term 1 & Term 2	<ul style="list-style-type: none"> GK Teaching Protocols and Learning Protocols are developed through collaboration The developed protocols are implemented in all classrooms and are used to drive consistency in staff behaviours The protocols are shared with students and community (linkletter, integrated through information from staff and on website) Staff members are able to articulate our beliefs about how students learn best and what we do as a staff to ensure this occurs (Understand and enforce the established Teaching and Learning Protocols)
	<ul style="list-style-type: none"> High expectations are articulated and visible, with student work products and discussions reflecting high levels of student thinking and participation 	Staff PD <ul style="list-style-type: none"> Education State Goals and targets – aligned to our AIP CURIOSITY & POWERFUL LEARNING – Prioritise High Expectations & Authentic Relationships Staff PL <ul style="list-style-type: none"> Whole staff focus – ‘What high expectations look like at GK’ – clear articulation of this for staff, students and parents WOW Walks – leadership and staff visiting each other’s classrooms (W atching O thers W ork) with a specific focus on high expectations – student work, discussions and environment)	Leanne (Prin), Karen (AP) CC Leaders Personal and Communal responsibility of all staff	Term 1 & Term 2	<ul style="list-style-type: none"> A common staff understanding about GK work standards and work ethic is developed - What high expectations look like at GK - and visible in every classroom (including Specialists) during observations and WOW walks WOW walks are routinely scheduled twice a term (or more frequently) with the focus on bookwork, student work and classroom rigour) CC Team agenda includes high expectations with regular target discussion relating back to WOW walks
A writing framework developed that incorporates grammar/punctuation as per David Hornsby PL and text development as per James Ferguson PL	<ul style="list-style-type: none"> Revisit Hornsby and Ferguson PL, auditing against AusVELS/Victorian Curriculum 	Staff PD <ul style="list-style-type: none"> Hornsby Grammar & Punctuation aligned to Victorian Curriculum James Ferguson Writing - introduction to development of texts 	Karen (AP – Curriculum Leader) Shannon W – Literacy Leader CC Leaders	Term 2 ongoing	<ul style="list-style-type: none"> All P-6 staff members have participated in targeted Hornsby/Ferguson PD
	<ul style="list-style-type: none"> Develop a P-6 framework that utilises Hornsby/Ferguson teaching practice and strategies 	CC Team <ul style="list-style-type: none"> Using Hornsby/Ferguson audit and PD develop a P-6 yearly overview (Framework) during weekly meetings 	Karen (AP – Curriculum Leader) Shannon W – Literacy Leader CC Leaders	Term 2 ongoing	<ul style="list-style-type: none"> The GK P-6 Writing Framework is developed in draft form
	<ul style="list-style-type: none"> Gradual implementation of writing framework to occur in classrooms (PLTs) throughout 2016 	Staff PL <ul style="list-style-type: none"> Developed framework to be discussed and aligned to weekly/term planning in weekly PLT 	Karen (AP – Curriculum Leader) Shannon W –	Term 2 ongoing	<ul style="list-style-type: none"> Evidence of the developing writing framework is included in PLT planning discussion and documents Teachers demonstrate the inclusion of the ‘Ferguson’ text

		meetings WOW Walks – leadership and staff visiting each other’s classrooms (W atching O thers W ork) with a specific focus on Writing practice	Literacy Leader CC Leaders		development process in lessons – seen during observation, coaching and WOW walks
Establish a coaching model that explicitly focuses on assessment data at PLT level and how to use it to plan and strengthen targeted, explicit teaching	<ul style="list-style-type: none"> Identify a coaching model to be used throughout the school, using leadership structures to support this 	Research & Professional Reading <ul style="list-style-type: none"> LEADERSHIP FOR POWERFUL LEARNING – Adaptive Leadership (Building an Infrastructure for Professional Learning) Focus on Peer Coaching, Protocols for Teaching and Learning, Teacher Teams and Classroom Observation INSTRUCTIONAL COACHING: A Partnership Approach to Improving Instruction AITSL website and resources Principal Team & CC Team Using information and discussion from above, identify a model that will suit our GK philosophy and AIP needs. Align our leadership structures to support this.	Leanne (Prin), Karen (AP) supported by Core Curriculum Leaders (CC Leaders)	Term 1	<ul style="list-style-type: none"> Leadership and the CC Team develop a coaching model initially using a core coaching team, with the intent to broaden to teachers coaching teachers in 2017
	<ul style="list-style-type: none"> Establish a consistent coaching program, supported through timetabling, that explicitly identifies the focus and achievement measures (success criteria) at classroom and school wide level 	<ul style="list-style-type: none"> Provision of a fourth APT session for teachers which will target observation and coaching feedback Develop the GK Observation and Coaching model (Revisiting the current GK Observation Framework) through the CC team meeting which includes focus and achievement 	Leanne (Prin), Karen (AP) supported by Core Curriculum Leaders (CC Leaders)	Term 1 ongoing	<ul style="list-style-type: none"> All staff will visit other staff (Frequency to be determined) to observe practice in a structured process that elicits reflection in a learning journal to be shared in P & D Meetings The nominated core coaching team will develop targeted coaching relationships and demonstrate impact through pre-determined achievement measures (possibly aligned to individual P & D plans or PLT charters)

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ENGAGEMENT					
Goals	All Glen Katherine Primary School students will be highly connected to the school, motivated and engaged in their learning.	Targets	<ul style="list-style-type: none"> For students to report increased levels of reassurance and satisfaction with the transition from the current year level to the next To increase the Attitudes to School Survey results in School Connectedness and Student Motivation by 2018 to meet State mean To increase student attendance rates to an average across the school of 95% 		
		12 month targets	<ul style="list-style-type: none"> 2016 data demonstrates an increase from 2015 ASS results 2016 student attendance rate demonstrates and increase from 2015 attendance averages 		
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
Deliver curriculum and learning activities that promote student involvement and engagement in their own learning	<ul style="list-style-type: none"> Curriculum and learning activities are reviewed, focusing on teaching strategies that consistently provide multiple entry points into curriculum for students (students engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products) 	Staff PD <ul style="list-style-type: none"> CURIOSITY & POWERFUL LEARNING – Set Challenging Learning Tasks Frame Higher Order Questions Engage Maths Consultant Michael Ymer in modelling and coaching staff Staff PL <ul style="list-style-type: none"> Fortnightly PLT focus on developing planned units that include questions that promote high-order thinking Further develop Communal Groups P-6 that harness cross-age relationships in developing meaningful learning tasks and community spirit	Leanne (Prin), Karen (AP) supported by Core Curriculum Leaders (CC Leaders) Karen (AP) Shannon (Wellbeing Leader) and Specialist Team	Term 3 Term 1 ongoing Term 3 Term 1 ongoing	<ul style="list-style-type: none"> Teacher effectiveness is measured by: <ul style="list-style-type: none"> Student achievement growth (Pre/post-tests etc) Classroom management (misbehaviour and orderly environment) Time on task (Quality student output) Lesson plans/units include pre/planned questions focused on eliciting high-order thinking Ymer math units are reviewed and further developed with a focus on engaging and stimulating 'real world' maths CC PLT routinely provide feedback on curriculum and learning activities and the targeting of different entry points Fortnightly PLT common planning is focused on discussion around tasks and the level of challenge it provides – Linked with 'The Learning Pit' philosophy
Develop approaches that give our students a greater say in the decisions that affect their learning and their lives at school.	<ul style="list-style-type: none"> Teachers develop and use assessments, rubrics and feedback opportunities in the classroom that provide actionable feedback from and to students and teachers regarding student achievement 	Staff PL <ul style="list-style-type: none"> Fortnightly PLT focus on developing assessment and feedback measures aligned to planning that provide achievement information and student thinking about their learning 	Karen (AP)	Term 2 ongoing	<ul style="list-style-type: none"> Units and planners contain clear and well-articulated assessment, including rubrics and feedback opportunities for students
	<ul style="list-style-type: none"> Audit current opportunities for student voice (surveys, ASS, leadership) with the focus on strengthening these opportunities across the school 	Staff PL <ul style="list-style-type: none"> Agenda 'Student Voice' in CC Team Meetings twice a term. CC Team to provide evidence of achievement data and student feedback at CC meetings twice a term which represents their PLT focus and student thinking about learning 	Leanne (Prin) supported by Karen (AP) CC Team	Term 2 ongoing	<ul style="list-style-type: none"> A P-6 Classroom and Specialist audit is completed identifying how staff focus on 'listening to students' Leaders and teachers invite and act on student feedback to improve engagement in learning by: <ul style="list-style-type: none"> Developing feedback opportunities within classroom practice (discussion, surveys, visual data – thumbs up/down etc) Developing formal feedback opportunities 3-6 (surveys, discussion, circle time, written samples etc) Analyse ASS as a staff By the end of 2016 there is evidence of student feedback being captured and discussed in all PLTs

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WELLBEING					
Goals	To develop resilience and behaviours consistent with school values	Targets	<ul style="list-style-type: none"> To progressively increase the Attitudes to School Survey results in Classroom Behaviour and Student Safety by 2018 to meet State mean Achieve a consistent and coherent approach to student management Develop students' social and emotional intelligence 		
		12 month targets	<ul style="list-style-type: none"> Data demonstrates an improvement from 2015 ASS results A whole teaching staff and Year 3 student survey indicates 90% of staff understand and consistently follow the 'Steps to Learning' protocol 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Implement our new school values through the development of a Social and Emotional Learning Framework (SELF) promoting positivity and connectedness	<ul style="list-style-type: none"> Investigate established SEL initiatives and/or programs (eg. Better Buddies, YCDI, Kool Kids) to support the development and trial of a GK SELF throughout 2016 	<ul style="list-style-type: none"> Audit current programs and classroom processes in terms of social and emotional teaching and learning P-6 Actively research SEL initiatives and programs available Liaise with schools within the network about programs in use and success measures 	Leanne (Prin), Karen (AP) and Shannon (Wellbeing)	Begin Term 1 - ongoing	<ul style="list-style-type: none"> Revisit the current Wellbeing policy to review in light of information and research obtained Behaviour and bullying prevention are highlighted as critical safety issues in the school and evident in SELF The GK SELF recognises and targets the individual, peer, school, family, and community processes that help students feel safe SELF targets anger management, empathy training, and social problem-solving skills
	<ul style="list-style-type: none"> Introduce the 'new' School Values through structured P-6 timetabled sessions 	<p>Staff PD</p> <ul style="list-style-type: none"> Our new School Values – what are our understandings of them, what they look like, student expectations and alignment to discipline codes <p>Leanne, Karen and Shannon share the responsibility of teaching in classes P-6, three times each term, with an explicit focus on Values Education (Supported by the developing 2016 SELF)</p>	Leanne (Prin), Karen (AP) and Shannon (Wellbeing)	Begin Term 1 - ongoing	<ul style="list-style-type: none"> Leaders set clear social expectations and discipline codes and consistently enforce them (CC Team agenda discussions) Classrooms display the school values after explicitly 'unpacking' them at the level of each student P-6 The values are introduced to the school community via linkletter and website information Students participate in at least three sessions each term focusing on explicit values education, supported by the developing SELF (this includes social problem-solving, conflict resolution, bullying prevention and social skills development)
Refocus on student management (Steps to Learning) and align to the implementation of our values and SELF	<ul style="list-style-type: none"> Provide whole staff PD on student management – revisiting AIZ initiative (Rights & Responsibilities) and incorporating Dan Petro behaviour analysis strategies (inclusive of challenging behaviours) 	<p>Staff PD</p> <ul style="list-style-type: none"> Revisit previous PD with all staff, providing opportunity for questions and tweaking of current practice. Review and re-establish beliefs and student management P-6 <p>Staff PL</p> <ul style="list-style-type: none"> Establish a SELF PLT of invested staff members P-6 to work in developing the SELF and aligning it to our Student Management Processes. 	Leanne (Prin), Karen (AP) and Shannon (Wellbeing)	Term 1 –revisiting once each term	<ul style="list-style-type: none"> Clear rules and expected norms will be redeveloped and visible in all areas of the school. These will be enforced by all staff fairly and consistently (Data through coaching and observation) Classrooms will be organised and orderly (Observation/WOW) Misbehaviour is consistently managed within the Steps To Learning Framework, with non-negotiables adhered to in all classrooms (Data through coaching and observation) All teachers take responsibility for student management with classroom teachers & specialists following through with processes. The primary focus of restoring relationships remains with the primary classroom teacher (whether that be class or specialist) – leadership to support this process
	<ul style="list-style-type: none"> Explicit student management focus included in the revised Induction Program and targeted in coaching of new/graduate staff 	<p>New Staff PD</p> <ul style="list-style-type: none"> Explicit PD provided and revisited twice a term focusing on classroom management, student relationships, challenging behaviours and support frameworks across the school <p>New Staff PL</p> <ul style="list-style-type: none"> Establish a coaching/mentoring program that enables new staff to watch experienced teachers modelling sound classroom management techniques. New staff will also be observed in a coaching model focusing on improving classroom management and organisation structures. 	Leanne (Prin), Karen (AP) and Shannon (Wellbeing)	Karen (AP)	Term 1 - ongoing



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

PRODUCTIVITY					
Goals	To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.	Targets	<ul style="list-style-type: none"> To ensure that the SRP staffing profile is diversified with a balanced leadership team along with a spread of experienced and less experienced staff (note that in a climate where at least 35% of permanent staff are on family leave, some staffing decisions are impacted on this) To ensure that the annual program budget reflects Strategic Plan priorities and that allocated budgets also reflect the level of priority from one year to the next To make the best use of all available learning spaces and school facilities and subject to available funds (from government and locally raised), continue to improve the school facilities To implement high level organisational, communication and management structures and procedures to ensure order, predictability and reliability for all stakeholders 		
		12 month targets	<ul style="list-style-type: none"> The key improvement strategies identified in the Achievement, Engagement and Wellbeing outcomes will provide direction for resource allocation during the Strategic Plan (Note: The level of DET resourcing in any year however will impact planning and programs) To develop and implement a coaching and feedback model that allows teachers to learn from each other 		
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
Refocus on the leadership structure to enable the development of a coaching and feedback model, with particular focus on the induction of new teachers and graduates	<ul style="list-style-type: none"> Establish clear roles and responsibilities of Leadership Team (Prin, AP, Wellbeing, SIT, CC) aligned to AIP targets and develop these through team Charters 	<ul style="list-style-type: none"> Revisit the 2015 SIT team structure – who it involves and how frequently they meet. Revisit the previous 2014 model of P-6 Core Curriculum Leaders, scheduling weekly meetings with the Leadership Team Re-established SIT and CC Teams to discuss and clarify roles and responsibilities within both teams AIP Actions and Success Criteria to be articulated and clearly targeted within team charters (SIT, CC, PLT charters) 	Leanne (Prin), Karen (AP)	Term 1	<ul style="list-style-type: none"> Leadership Roles and Responsibilities are clearly articulated SIT team Roles and Responsibilities and focus is clearly articulated through the 2016 SIT charter CC team Roles and Responsibilities and focus is clearly articulated through the 2016 CC charter Team charters align to targets in AIP AIP target chart is developed and prominently displayed in all classrooms Staff structure from Leadership through to classroom teachers are visibly displayed and included in the 2016 Staff Handbook
	<ul style="list-style-type: none"> Provide 'Coaching' professional learning to nominated coaches with a core focus on relationships, teams and targeting data 	<ul style="list-style-type: none"> Identify a core coaching team P-6 that is targeted with PD in practice, relationships and coaching expectations. Nominated coaches are shadowed and 'coached' through the initial program development 	Leanne (Prin), Karen (AP)	Term 3 ongoing	<ul style="list-style-type: none"> Nominated coaches are participants in regular coaching PD, within the CC team meetings and beyond
	<ul style="list-style-type: none"> Review the current Induction Program of new staff and Graduates, including the roles of mentors and coaches within this 	<ul style="list-style-type: none"> Review of 2015 Induction Program to occur with specific feedback requested from 2015 new staff (positives/negatives) Develop specific responsibilities of mentors, meeting with them to clarify expectations Develop specific responsibilities of coaches, meeting with them to clarify expectations Gather ongoing feedback from new staff regarding information and support provided 	Karen (AP)	Term 1 ongoing	<ul style="list-style-type: none"> 2016 Induction Program is redeveloped Mentor Roles and Responsibilities are clearly articulated Coach Roles and Responsibilities are clearly articulated Mentors and Coaches are supported by Leadership in undertaking their Roles and Responsibilities through provision of time and professional liaison 2016 Induction Program is reviewed for 2017
Review of timetables and schedules to allow for planning, moderation and professional development	<ul style="list-style-type: none"> Review the specialist timetable to ensure allocation of fortnightly common team planning that allows moderation, PL and coaching to occur consistently 	<ul style="list-style-type: none"> Specialist timetable developed to accommodate actions stated 	Leanne (Prin)	Term 1	<ul style="list-style-type: none"> Specialist timetable is developed that allows for common planning, and uninterrupted learning blocks where able
	<ul style="list-style-type: none"> Develop a whole school 2016 professional development plan that targets our KIS in a structured and strategic way 	<ul style="list-style-type: none"> Use the AIP to develop PD & PL schedule that strategically targets school improvement across all terms Request ongoing feedback from staff re PL needs. PD/PL provided in addition to PD plan if need is significant & relevant to school improvement targets 	Leanne (Prin), Karen (AP)	Term 1 2016	<ul style="list-style-type: none"> Term 1 – Term 4 PD overview is developed targeting KIS and the associated Actions in the AIP Based on staff needs, additional PD opportunities are provided targeting specific areas nominated by PLTs

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	
Classroom/team assessment practices audited with focus on identifying student learning needs					
Student self-assessment practices audited					
Hornsby-Ferguson PL for all teachers					
AusVELS - Victorian Curriculum audit aligned to Hornsby – Ferguson focus					
P-6 Writing Framework developed					
Gradual implementation of Writing Framework in classrooms					
Coaching model developed incorporating leadership structures					
Coaching program developed indicating focus and success criteria					

ENGAGEMENT			
Actions:	6 month progress against success criteria and /or targets	12 month progress against success criteria and /or targets	Budget

	 Status	Evidence	 Status	Evidence	Spending to date
Teaching and Learning protocols established					
High expectations visible in student work products and attitudes					
Curriculum and Learning tasks indicate multiple entry points					
Feedback to/from students and teachers is increased					
Student voice more prominent within learning structures					

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	
Investigate SEL initiatives for PL					
Develop a P-6 SELF					
GK Values reintroduced in community					
Values embedded through learning					
Student management PD provided and implementation of this supported					
New/Graduate teachers targeted in student management					

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	
Leadership Roles & Responsibilities clear and visible to all					
PL for coaches					
Induction Program reviewed					
Review specialist timetable to ensure PL is a priority					
2016 PD whole staff PD plan developed and implemented					