2016 Annual Implementation Plan: for Improving Student Outcomes

Newport Gardens Primary School
Based on Strategic Plan 2014-17

Endorsements

Endorsement by School Principal
Signed………………………………………
Name...Simon McGlade...............
Date………………………………………

Endorsement by School Council
Signed………………………………………
Name...David Grubits............... 
Date………………………………………

Endorsement by Senior Advisor
Signed………………………………………
Name...Judy Maguire.................
Date………………………………………

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):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
</tr>
<tr>
<td></td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
</tr>
</tbody>
</table>

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.

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Initiatives Rationale:
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.

Curriculum Planning and Assessment – Over the past two years, our staff have created curriculum maps for our inquiry subjects and draft maps for literacy. Curriculum mapping for numeracy is also a focus of the final stages of our School Strategic Plan. With the change to the Victorian Curriculum, the momentum and current knowledge bank centred by developing contextually appropriate curriculum maps at present is best taken advantage of at this point to capitalise. To compliment this, our newly adopted assessment schedule will also need to reflect the Victorian Curriculum and provide us with the data required to track progress and allocate resources accordingly.

Building Leadership Teams – In 2016, the leadership structure of the school will include a newly appointed AP, two Acting Leading Teachers and several new Team Leaders. To ensure these personnel are supported, it will be imperative to build structures and suites of professional learning around them to enable them to fulfil the instructional practiced inherent in their role. This will include submissions to Bastow for leadership modules of professional learning, in house mentoring for staff as well as opportunities for further leadership development both within and external to the school.

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.

<table>
<thead>
<tr>
<th>Initiative:</th>
<th>KIS</th>
</tr>
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<tbody>
<tr>
<td>EXCELLENCE IN TEACHING AND LEARNING -</td>
<td>• Implement the revised Assessment schedule and establish consistent P-6 data analysis protocols.</td>
</tr>
<tr>
<td>Curriculum Planning and Assessment</td>
<td>• Implement revised curriculum maps across all curriculum areas that reflect the Victorian Curriculum. These include: English, Mathematics, Science (Specialist), Physical Education, Japanese, Creative Arts and Inquiry.</td>
</tr>
<tr>
<td>PROFESSIONAL LEADERSHIP –</td>
<td>• Build a leadership team that can effectively implement all facets of the AIP and school goals including PLT Curriculum and Team Leaders, Leading Teachers, Assistant Principals and teacher leaders.</td>
</tr>
<tr>
<td>Building Leadership Teams</td>
<td>• Develop the processes and protocols required of an Executive Leadership Team.</td>
</tr>
</tbody>
</table>
## ACHIEVEMENT

### Goals

To embed best practice P-6 to enable improved English and Numeracy standards.

### Targets

1. **Reading & Viewing:** A > 15%, B > 30%, C > 50%, D < 5%, E 0%
2. **Writing:** A > 15%, B > 30%, C > 50%, D < 5%, E 0%
3. **Speaking & Listening:** A > 15%, B > 30%, C > 50%, D, 5%, E 0%
4. **Numeracy:** A > 15%, B > 30%, C > 50%, D < 5%, E 0%

### 12 month targets

1. **Reading & Viewing:** A > 15%, B > 30%, C > 45%, D < 7%, E 5%
2. **Writing:** A > 10%, B > 20%, C > 50%, D, 5%, E 0%
3. **Speaking & Listening:** A > 10%, B > 20%, C > 50%, D < 15%, E 10%
4. **Numeracy:** A > 15%, B > 30%, C > 50%, D < 10%, E 5%

## 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:**

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>To embed best practice P-6.</td>
<td>- Implement a professional growth framework focusing on individual staff need, on an ongoing basis.</td>
<td>- Establish an agreed framework including whole staff PL, coaching, learning walks and PDP goals (e.g., GROW model).</td>
<td>Assistant Principals as mini-school leaders</td>
<td>Commencing term 2 2016.</td>
<td>Coaching plans established and implemented for all staff which clearly defines continual improvement in instructional practice and student learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>- Introduce the High Reliability Schools Model to staff with a specific focus on the first three levels of operation.</td>
<td>- Building the capacity of all stakeholders around ‘High Reliability Schools Framework’ through PL and analysing connections to current successful practice in levels 1-3.</td>
<td>Executive Leadership Group (ELG)</td>
<td>Proficiency in Levels 1-3 by December 2016</td>
<td>HRSF survey analysis pre-commencement and end of year data shows proficiency in levels 1-3 and a readiness to implements levels 4 and 5.</td>
</tr>
<tr>
<td></td>
<td>- Establish consistent P-6 data analysis protocol to improve staff capacity to better inform teaching and learning.</td>
<td>- Establish an Assessment and Data PLT and develop a data analysis framework, provide whole staff PL, ELG support for planning based on needs analysis.</td>
<td>ELG, Assessment and Data PLT, Learning Community PLTs.</td>
<td>Commencing Term 1 2016.</td>
<td>ATIS, Staff and Parent opinion data in Guaranteed and Viable Curriculum, Student Safety and Effective Teaching in Every Classroom.</td>
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<tr>
<td></td>
<td></td>
<td>- Provide time on the meeting schedule each term.</td>
<td></td>
<td></td>
<td>AIP teacher judgement goals in reading, writing and number.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Expand the assessment schedule to include PAT Reading Comprehension and PAT Maths (Grades 1-6).</td>
<td></td>
<td></td>
<td>Data analysis framework established and implemented P-6.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teachers using data that better differentiates learning programs in teaching teams.</td>
<td></td>
<td></td>
<td>PAT Reading and Maths assessments completed yearly with data analysed at whole school, cohort, class and individual student level.</td>
</tr>
</tbody>
</table>

### English

- Continue work towards 2017 SSP goals in reading and writing across all learning communities (Bell curve data).
- Develop data analysis protocols in English.
- Revise English curriculum maps to ensure they reflect the Victorian Curriculum ready for implementation in 2017.

- Continue to PL staff in the Cengage approach to explicitly teaching English, with a particular focus on reading, spelling, grammar and punctuation.
- Finalisation of the Writing Moderation Guide in conjunction with the implementation of writing genre across PLTs.
- Assessment and Data PLT develop a data analysis framework for English, providing whole staff PL, ELG support for planning based on needs analysis.
- Allocate time in the meeting schedule for the English PLT to use the Nelson-Cengage resources to update the curriculum map.
- Finalise an online bank of best practice descriptors in reading, writing, spelling, grammar and punctuation.

- English PLT: Leading Teacher: Whole staff ELG
- English PLT: Leading Teacher: Whole staff
- Assessment and Data PLT: ELG
- English PLT: Leading Teacher: Whole staff ELG
- English PLT: Leading Teacher: Whole staff

### HOW

- **Teacher Judgement**
  - Reading (Whole School)
  - Writing (Whole School)

<table>
<thead>
<tr>
<th>Teacher Judgement</th>
<th>Reading (Whole School)</th>
<th>Writing (Whole School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt; 15%</td>
<td>&gt; 12%</td>
</tr>
<tr>
<td>B</td>
<td>&gt; 20%</td>
<td>&gt; 25%</td>
</tr>
<tr>
<td>C</td>
<td>&gt; 45%</td>
<td>&gt; 50%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 10%</td>
<td>&lt; 15%</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
</tr>
</tbody>
</table>

### NAPLAN Results for grade 3:

<table>
<thead>
<tr>
<th>Grammar &amp; Punctuation</th>
<th>Band 2</th>
<th>Band 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 12%</td>
<td>Band 4</td>
<td>Band 5</td>
</tr>
<tr>
<td>&gt; 25%</td>
<td>Band 6</td>
<td>Band 7</td>
</tr>
</tbody>
</table>

### NAPLAN Results for grade 5:

<table>
<thead>
<tr>
<th>Grammar &amp; Punctuation</th>
<th>Band 2</th>
<th>Band 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 12%</td>
<td>Band 4</td>
<td>Band 5</td>
</tr>
<tr>
<td>&gt; 25%</td>
<td>Band 6</td>
<td>Band 7</td>
</tr>
</tbody>
</table>
Mathematics

- Continue work towards 2017 SSP goals in number across all learning communities (Bell curve data).
- Develop data analysis protocols in Mathematics
- Revise Mathematics curriculum maps to ensure they reflect the Victorian Curriculum ready for implementation in 2017.
- Implementation of a whole school approach to the teaching of Mathematics P-6.
- Assessment and Data PLT develop a data analysis framework for Mathematics, providing whole staff PL, ELG support for planning based on needs analysis.
- Allocate time in the meeting schedule for the Mathematics PLT to PL staff and develop the curriculum map.
- Finalise an online bank of best practice descriptors in Mathematics.

Completed by the end of term 4.

NAPLAN Results for grade 3:
- Numeracy
  - Band 1: 0%
  - Band 2: 5% or <
  - Band 5: >35%
  - Band 6: >15%

NAPLAN Results for grade 5:
- Numeracy
  - Band 3: <5%
  - Band 4: 10% or <
  - Band 7: >20%
  - Band 8: >15%

Digital Curriculum Maps reflecting the Victorian Curriculum uploaded to the www.ngpscurriculum.org website and operational by the end of the school year.

Specialist Areas

- Finalise and document curriculum maps in Science (Specialist), Physical Education, Japanese and Creative Arts reflecting the Victorian Curriculum
- Allocate time in the meeting schedule for the Specialist PLT to develop curriculum maps in their respective curriculum areas.
- Completed by the end of term 4.

Teacher Judgement
- Number (Whole School)
  - A: >10%
  - B: >25%
  - C: >50%
  - D: <10%
  - E: <5%

Digital Curriculum Maps reflecting the Victorian Curriculum uploaded to the www.ngpscurriculum.org website and operational by the end of the school year.
## ENGAGEMENT

### Goals

Implement an approach that enables all students to be actively engaged in their own inquiry learning.

### Targets

- To have ATTS survey results in Student Relationships – ‘Connectedness to peers’ and in Teaching & Learning – ‘School Connectedness, Stimulation Learning & Student Motivation’ categories at or above 4.8 on a 6.0 point scale.
- Improve AusVELS, translating to the Victorian Curriculum, assessments in Science and ICT.
- Consistently achieve scores at or above the state mean for the ‘Homework’ category in the Parent Opinion Survey over a sustained period.
- To have the Transitions section of the Parent Opinion Survey consistently at or above the state mean for a sustained period.

### 12 month targets

- Staff Opinion Survey results in the area of ‘Academic Emphasis’ and ‘Guaranteed and Viable Curriculum’ demonstrate a staff endorsement above 85%.
- Maintain scores at or above the ‘State Mean’ and ‘School Type’ for the ‘Homework’ category in the Parent Opinion Survey.
- Score at or above the ‘State Mean’ for the ‘Transitions’ category in the Parent Opinion Survey.

### KIS

**what the school will do**

#### Science

- Implement a science specialty into the school’s program from P-6.
- Implement revised inquiry curriculum maps and ensure they reflect the Victorian Curriculum.
- Embed the implementation of the Global Digital Citizen Project (Inquiry Model) P-6
- Assess Science P-6 against Vic VELS and 3-6 using PAT Science
- Implement revised inquiry curriculum maps and ensure they reflect the Victorian Curriculum.
- Embed the implementation of the Global Digital Citizen Project (Inquiry Model) P-6

#### Learning to Learn

- Document and implement a P-6 L2L program
- Consolidate a L2L in S/6; broaden the L2L across all other learning communities.
- Develop a L2L scope and sequence chart aligned to the Inquiry Curriculum Map.

#### ICT

- Finalise e-SMART accreditation
- Document an ICT curriculum map that augments and/or modifies the pedagogical approach to teaching and learning.
- Implement an approach that enables all students to be actively engaged in their own inquiry learning.

### ACTIONS:

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<tr>
<td>Implement an approach that enables all students to be actively engaged in their own inquiry learning.</td>
<td>Implement revised inquiry curriculum maps and ensure they reflect the Victorian Curriculum.</td>
<td>Allocation of time at Inquiry PLT &amp; Team meetings, staff meetings and through the March curriculum day.</td>
<td>ELG / Inquiry PLT / Team Leaders and whole staff</td>
<td>Commence term 2 2016 and complete by April 2017.</td>
<td>Curriculum Maps for each year level reflect the Victorian Curriculum.</td>
</tr>
<tr>
<td>Science</td>
<td>Implement revised inquiry curriculum maps and ensure they reflect the Victorian Curriculum.</td>
<td>Allocation of time at Inquiry PLT &amp; Team meetings, staff meetings and through the March curriculum day.</td>
<td>ELG / Inquiry PLT</td>
<td>Budget allocation completed by October</td>
<td>Budget expenditure report demonstrates connection between curriculum maps and units of inquiry.</td>
</tr>
<tr>
<td>Learning to Learn</td>
<td>Implement revised inquiry curriculum maps and ensure they reflect the Victorian Curriculum.</td>
<td>Allocation of time at Inquiry PLT &amp; Team meetings, staff meetings and through the March curriculum day.</td>
<td>ELG / Inquiry PLT</td>
<td>Throughout February and March</td>
<td>GDCP Planner used by all PLTs for Inquiry Planning</td>
</tr>
<tr>
<td>ICT</td>
<td>Implement revised inquiry curriculum maps and ensure they reflect the Victorian Curriculum.</td>
<td>Allocation of time at Inquiry PLT &amp; Team meetings, staff meetings and through the March curriculum day.</td>
<td>ELG / Inquiry PLT</td>
<td>March</td>
<td>Induction survey completed by staff new to school has a positive outcome.</td>
</tr>
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</table>

### HOW

- Resourcing appropriate to the needs of the curriculum map.
- First round champions in GDCP mentor second round champions, and PL staff interested in becoming third round champions in GDCP.
- Induct new staff into the Global Digital Fluencies Project (Lee Crockett).
- Have Lee Crockett present to all staff at the March Curriculum Day on Solution Fluencies.
- Have all students 3-6 undertake PAT Science assessments.
- Liaise with network schools and other STEM schools to investigate positive practices.
- Timetable Science into each year level.
- Resource the specialist area with a discipline trained specialist teacher.
- Seek funding from Exxon-MOBL to resource the program with materials and PL.
- Have all students 3-6 undertake PAT Science assessments.
- L2L in S/6; broaden the L2L across all other learning communities.
- Develop a L2L scope and sequence chart aligned to the Inquiry Curriculum Map.
- Collate and submit final pieces of documentation for e-SMART accreditation.
- Finalise and commence implementation of updated ICT plan using the EduSTAR planning tool.
| Transitions | - Consolidate and document the current transition program K-P, 5-7 and across year levels. | - Reflecting 1:1 program to 4-6 and resourcing P-3 with devices suited to implement the SAMR ICT plan.  
- Provide PL for staff to implement the SAMR ICT plan. | Design & Technology PLT | Ongoing | Maintain 5-star EduSTAR rating for ICT implementation.  
Evidence of ‘Augment’ and ‘Modify’ within planning documents P-6 and relevant staff PDPs. |
### WELLBEING

#### Goals

To foster a positive school culture that enhances the wellbeing of all students.

#### Targets

- Absence data FTE of no greater than 10 days per student from P-6 with a particular emphasis on Prep attendance being no greater than 9 days.
- Reduce the 'Unexplained Absence' data by at least 60% over the life of the SSP.
- Have ATTS Results in Wellbeing – 'Student Distress & Student Morale' at or above 5.5 on a 6.0 point scale.
- Increase ATTS data for Student Relationships – 'Classroom Behaviour & Student Safety' to 4.5 or better on a 6.0 point scale.
- Increase the student safety school mean to 6.0 or better and the classroom behaviour school mean to 5.0 or better consistently in the Parent Opinion survey.

12 month targets

- < 2 unexplained absence days per student per year.
- Absence data of <11 days per student down from 11.8 in 2015
- Maintain ATTS data- Wellbeing - @ or above 90th percentile, Student Relationships - @ or above 90th percentile
- Increase 'Student Safety' percentile factor to above the 70th percentile

### KIS

#### ACTIONS:

**What the school will do**

- Implement school wide actions that increase weekly physical activity.
- Consolidate Attendance Protocols across the school including the expanded use of Compass.

**How the school will do it**

(including financial and human resources)

- PL staff on physical activity that can be implemented into daily practice.
- Timetable 10 minute ‘activity breaks’ into two hour teaching and learning blocks.
- Induct new staff so they are familiar with attendance protocols.
- Ensure attendance data is a regular discussion point for PLT meetings.
- Appoint a SWC 0.7 EFT
- Have improved attendance as a key target for the Student Wellbeing Coordinator and team.

**WHO has responsibility**

- Phys Ed staff/ Whole staff
- Team PLTs
- Assistant Principal
- PLT Leaders
- Student Wellbeing Coordinator and PLT.

**WHEN timeframe for completion**

- To begin in term one and continue throughout the year.
- Term one
- Term one onwards
- Term one planning session onwards.

**SUCCESS CRITERIA:**

Markers of success reflecting observable changes in practice, behaviour, and measures of progress

- Physical activity breaks timetabled into each PLT planner
- PL undertaken by phys ed staff and translated in practice by classroom teachers.
- Induction program undertaken and induction survey completed with positive results.
- Attendance goals achieved as per AIP targets.
- Students at risk identified by SWC and case management undertaken accordingly.
- P-6 absentee rate at or below 10.5 days per student.

### English as an Additional Language

**Actions:**

- Implement a needs based EAL program for designated students.
- PL key staff on successful EAL strategies.
- EAL sessions timetabled weekly into relevant PLTs and taught by ELG personnel.

**WHO has responsibility**

- ELG
- PLT Leaders

**WHEN timeframe for completion**

- Commence term one and then ongoing

**SUCCESS CRITERIA:**

- EAL Student Achievement Data
- PL strategies translated into classroom practice.

### Student Welfare/Leadership & PSD

**Actions:**

- Incorporate the currently separate roles of student voice, student leadership and student welfare (including PSD) into one role led by a Leading Teacher – Student Welfare Coordinator.

**How the school will do it**

(including financial and human resources)

- Assign one person in an Acting LT role, with a supporting PLT to focus on the role of SWC and Student Wellbeing.
- Continue with Student Leadership program including JSC, House and School Captains, Hobsons Bay Council and school assemblies.
- Have SWC undertake significant PL in the area to SWC and Student Wellbeing and subsequently upskill staff accordingly.

**WHO has responsibility**

- ELG
- SWC/ PLT

**WHEN timeframe for completion**

- Term 4 – 2015
- From 5/6 Camp onwards
- Term 1 onwards
- Throughout 2016

**SUCCESS CRITERIA:**

- PSD program implemented with all key dates (SSGs, ILPs, submissions for funding etc.) met.
- Student Leadership program visible, involved in relevant school based decisions and attendance at major school and community events.
- Students at risk register updated, accurate and used to drive PSD program and associated implementation strategies.
- PL completed to a degree which allows the SWC to fully implement all facets of the role throughout the school.

### Young Leaders Program

**Actions:**

- Consolidate the Young Leaders’ Program in grades 5 and 6.

**How the school will do it**

(including financial and human resources)

- PL and induct new staff in grades 5 and 6 into YLP.
- Run the Michael Gross Leaders Program in grades 5 and 6.
- Continue with YLP running on a weekly basis.

**WHO has responsibility**

- Grade 5 & 6 PLT

**WHEN timeframe for completion**

- From 5/6 Camp onwards

**SUCCESS CRITERIA:**

- YLP training completed by all grade 5 and 6 students
- YLP implemented throughout the grade 5 and 6 Learning Communities.
- Stakeholder involvement in YLP such as EYC.

### School Values / Anti-Bullying

**Actions:**

- Establish a framework and flowchart for an aligned and consistent approach to behaviour management e.g. Learning Curve.

**How the school will do it**

(including financial and human resources)

- PL whole staff on a consistent school-wide approach to positive classroom behaviour management.
- A comprehensive communication strategy with our community to promote our approach.

**WHO has responsibility**

- ELG/ SWC/ Student Wellbeing PLT/ Whole staff
- School Council – Community sub-committee

**WHEN timeframe for completion**

- Term 2 onwards with completion by the end of the year

**SUCCESS CRITERIA:**

- School-wide behaviour management practices implemented throughout the school including associated policy updates.
- Improvement to the student safety component of the Parent Opinion Survey.
- Data from Compass detailing incidents collated to form a baseline for future comparisons.
### PRODUCTIVITY

#### Goals
To align staff expertise to maximise student learning outcomes.

#### Targets
- 95% of students taking up the option of being a part of the 1:1 Netbook Program acknowledging that financial assistance may be required for some.
- To have the general satisfaction school mean of the parent opinion survey at or above 6.0

#### 12 month targets
- Staff Performance and Development Plans directly aligned to the AIP and SSP goals.
- Staff in leadership roles attend relevant Bastow (or similar) leadership courses to build their capacity to undertake their role.
- Staff in relevant leadership roles undertake action research projects to demonstrate growth in their learning.

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<tbody>
<tr>
<td>Human Resources</td>
<td>- Build a leadership team that can effectively implement all facets of the AIP and school goals including PLT Curriculum and Team Leaders, Leading Teachers, Assistant Principals and teacher leaders.</td>
<td>- Provide targeted PL for Curriculum and Team Based PLT Leaders to ensure they have the necessary skills, knowledge and understanding to fulfil their role.</td>
<td>ELG/ PLT Leaders</td>
<td>Enrolled for term 1 with Bastow</td>
<td>Successful completion of Bastow courses and translation of practice into the running and coordination of PLTs</td>
</tr>
<tr>
<td></td>
<td>- Develop the processes and protocols required of an Executive Leadership Team.</td>
<td>- PL for Actino Leadership Teachers in the areas of literacy leadership, Student Welfare Leadership and Middle Leadership overall.</td>
<td>ELG/ Acting LTs</td>
<td>From Term 1 onwards</td>
<td>Achievement of goals for respective PLTs as defined in term one planning documents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ELG PL in the area of strategic leadership and capacity building for Principal Class Personnel.</td>
<td>ELG/ Prin Class Personnel</td>
<td>From Term 1 onwards</td>
<td>Protocols in place clearly defining roles, objectives and goals for the differing layers of leadership development and implementation of key improvement strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establish robust protocols and accountabilities across the school e.g. PLTs, ELG.</td>
<td>ELG/ Prin Class Personnel</td>
<td>Beginning of the school year</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>- Broaden the LLI program to include integration aides in the delivery of the program.</td>
<td>- Continue and where plausible broaden the implementation of support programs including Phonological awareness, LLI and speech therapy programs.</td>
<td>ELG/ SWC/ LLI Coordinator</td>
<td>LLI from term 1, additional programs from term 2 onwards.</td>
<td>Student programs implemented to meet the needs of specific students at the school and tracked accordingly to chart student progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Upskill ES staff to be able to undertake support programs to a level equal to their role description and role expectations.</td>
<td>ELG/ SWC/ LLI Coordinator</td>
<td>Term 1 onwards with continued support from LLI co-ord.</td>
<td>All Integration Aides running at least one LLI group and where possible a support phonological awareness group with data collated accordingly.</td>
</tr>
<tr>
<td>ICT</td>
<td>- Finalise and implement the ICT plan for NGPS</td>
<td>- Establishment of a Design and Technology PLT PLT Meeting Time to finalise plan</td>
<td>Design &amp; Technology PLT/ ELG</td>
<td>Completed by the end of term 2.</td>
<td>ICT plan completed and implementation commenced.</td>
</tr>
<tr>
<td></td>
<td>- Building staff capacity on the effective use of ICT</td>
<td>- PL for relevant staff to implement plan</td>
<td>Design &amp; Technology PLT</td>
<td>Throughout second semester.</td>
<td>PL undertaken by staff according to their role in the school with documented evidence forming part of PDPs for staff.</td>
</tr>
<tr>
<td>Student Reporting</td>
<td>- Ensure the reporting format is inclusive of all students (EAL, PSD)</td>
<td>- Implement EAL and PSD templates to the reporting process</td>
<td>Assessment &amp; Data PLT</td>
<td>By the start of term 2</td>
<td>Students from an EAL background and those on the PSD have reports that accurately reflect their progress each semester.</td>
</tr>
</tbody>
</table>
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Evidence</td>
<td>Status</td>
<td>Evidence</td>
</tr>
<tr>
<td>ENGAGEMENT</td>
<td>6 month progress against success criteria and /or targets</td>
<td>12 month progress against success criteria and /or targets</td>
<td>Budget Spending to date</td>
</tr>
<tr>
<td>Status</td>
<td>Evidence</td>
<td>Status</td>
<td>Evidence</td>
</tr>
<tr>
<td>WELLBEING</td>
<td>6 month progress against success criteria and /or targets</td>
<td>12 month progress against success criteria and /or targets</td>
<td>Budget Spending to date</td>
</tr>
<tr>
<td>Status</td>
<td>Evidence</td>
<td>Status</td>
<td>Evidence</td>
</tr>
<tr>
<td>PRODUCTIVITY</td>
<td>6 month progress against success criteria and /or targets</td>
<td>12 month progress against success criteria and /or targets</td>
<td>Budget Spending to date</td>
</tr>
<tr>
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