

2016 Annual Implementation Plan: for Improving Student Outcomes

5244

FINDON PRIMARY SCHOOL

Based on Strategic Plan 2013 - 2016

Endorsements

Endorsement by School Principal	Signed..... Name: Paula Cosgrave Date: 15/3/2016
Endorsement by School Council	Signed..... Name: Michelle Sapardanis Date: 15/3/2016
Endorsement by Senior Advisor	Signed..... Name..... 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) and area based support teams 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:

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.

For the past 18 months Findon's teachers in F-3 have been involved in a research project (TALR: Teacher As Learner Research) with ACU and Dr Jill Brown, around coaching, demonstration lessons and regular professional learning to improve student outcomes and their ability to problem solve, by developing teacher content knowledge and building teacher capacity in Mathematics. This is a 3 year research project. At the same time, teachers in 4-6 have also been developing their capacity and content knowledge in SNMY (Scaffolding Numeracy in the Middle Years) and LAF levels through fluid teaching groups and teaching to the point of need. We have also been involved in CPOL (Classroom Practice of Oral Language) as a research project and we are an intervention school. Our evaluation of our Maths data and targets set in our SSP have been the reason why we have prioritised Mathematics and set out over a 3 year journey to build excellence in teaching and learning by building practice excellence in Maths and curriculum planning and assessment. Our analysis of our Parent Opinion Survey data along with our decision to become a Kids Matter School was instrumental in choosing Community Engagement in Learning and Building Communities as our third priority.

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Excellence in teaching and learning	<ul style="list-style-type: none"> Continue with a coherent whole school approach focusing on building high levels of teacher knowledge of content and pedagogy in Literacy, Numeracy & Curiosity Develop students as independent and engaged learners Continue with a comprehensive whole school approach to issues of student absence Implement a positive and consistent approach to student behaviour management across the school (restorative practises) Utilise coaching expertise within the school for professional learning Improve whole school learning spaces Ensure that the school has a sustainable 4 Year ICT Plan for using Devices (iPads & netbook) to ensure equitable access and engagement for students.
Community engagement in learning	<ul style="list-style-type: none"> Develop strategies for transitions to, from and within Findon Primary School Develop communication processes and strengthen parent/ school partnerships through Kids Matter Framework Linking students to appropriate to wellbeing services Continue to build relationships with kindergartens, particularly Roycroft Continue to build an entrepreneurial relationship with industry (i.e. SAKG, Community Gardens, Science Links & ELC)

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve students outcomes in all AusVELS domains with particular attention to Maths & English from Foundation to Year 6	Targets	<ul style="list-style-type: none"> 80% of students deemed capable to be at or above expected level in all areas of English and Maths, based on VELS teacher judgement. To be at or within the SFO range in all areas of English and Maths. Every child to make one year's growth after one year of teaching based on VELS teacher judgement. Year 3 to Year 5 NAPLAN matched cohort growth to exceed SFO range and at or above state mean 		
		12 month targets	<ul style="list-style-type: none"> Teacher assessments in English and Maths in AusVELS to show 75% of students from Foundation to Year 6 at expected level. AT or ABOVE the SFO range in all areas of English and Maths. 92% of students to make one year's growth after one year of teaching based on AusVELS teacher judgement (achieved) Year 3 to Year 5 NAPLAN matched cohort growth to be at SFO range and show improvement from previous year. 90% of Year 1 students to be reading at Level 15 or above (achieved) 		
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
Build leadership capacity in all staff with intention of collectively improving student outcomes.	<ul style="list-style-type: none"> Build leadership capacity of individual staff & teams Provide opportunities within the school for leadership Encourage membership of regional networks and associations (we facilitate the Maths NET) Encourage teachers to attend leadership development programs; recognize and encourage qualifications Explore team building opportunities Evaluate team performance on a regular basis Explore and build on the procedures and practices 	<ul style="list-style-type: none"> Annual Roles & responsibilities description Booklet Professional Learning budget Coaches to build staff skills Workforce Plan identifying leadership positions Performance and Development process - including individual and team presentations Allocation of time for leaders to carry out their role 	<ul style="list-style-type: none"> SIT Team Coaches Action Teams Professional Learning Teams 	<ul style="list-style-type: none"> Beginning of year Ongoing 	<ul style="list-style-type: none"> Clear role descriptions in place Leadership responsibilities delegated to staff Internal Professional learning schedule implemented and delivered by relevant, skilled staff Provision of professional leadership development for Learning Team Leaders Staff have been encouraged to participate in external leadership programs (Bastow, Leaders in the making) Clear sense of a learning community
Develop coherent whole school approach focusing on building high levels of teacher knowledge of content & pedagogy in Literacy and Numeracy & Curiosity	<ul style="list-style-type: none"> Targeted Mathematical PL to build content and pedagogical knowledge as part of the TALR Project and SNMY in line with the school direction Professional Learning and implementation of differentiated learning Targeted coaching at F-6 to improve mathematics teaching practice through SNMY and TALR 	<ul style="list-style-type: none"> Through regular professional learning, professional reading and peer observations Use network schools to support PL and investigate an 'expert' to deliver PL Teacher Diaries TALR Demonstration Days TALR Professional Learning SNMY Targeted Teaching through LAF TALR Coaching Allocate time to investigate and discuss differentiated learning and grouping students according to like needs Fluid Maths groups in LT4 Use of data to make informed decision around differentiation Maths Online interview data used to form targeted teaching groups, including detour groups Maths coaching available with a focus on multiplicative thinking, problem solving and open ended tasks, teacher content and pedagogical knowledge 	<ul style="list-style-type: none"> Maths Leader Action Team Team leaders All staff Experts from local school network Dr Jill Brown ACU Maths Leader Learning Teams Team leaders All staff All staff Maths Leader Dr Jill Brown ACU 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing 	<ul style="list-style-type: none"> Evidence of learning and success criteria Professional learning provided and increased rich dialogue around mathematical pedagogy within and across teams Peer observation and coaching through Maths leader Mathematics NET attendance Sharing of resources and knowledge within teams Reflection in Teacher Diaries, TALR Demonstration Day and Professional Learning Work Programs and Term Planners to demonstrate a change in practise to reflect TALR Improvement in pre to post data for SNMY Sharing of SNMY Planners & Resources Evidence of differentiated learning in work programs Professional learning provided and increased dialogue around differentiated learning Cohort data Fluid groupings – number and non -number LAF groupings 4 - 6 Maths moderation for assessment and groupings Coaching plans and Teacher Diaries developed and maintained EYNI focus teaching groups Coaching in classroom LAF group for targeted teaching 4 - 6 Evidence of improved student outcomes in LAF groupings

<ul style="list-style-type: none"> Develop common approach to teaching academic mathematical language 	<ul style="list-style-type: none"> Develop a consistent practice for teaching mathematical language across all learning teams TALR Demonstration Lessons with a focus on vocabulary 	<ul style="list-style-type: none"> Maths Leader Action Team Team leaders All staff Leadership Dr Jill Brown ACU 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Evidence in planning documents Classroom displays of Mathematical language Mathematically language explicitly covered each maths session The Findon Language of Mathematics Dictionary The Australian Curriculum Glossary Incorporating and developing Key understandings in our planning documents increased professional dialogue between staff around Mathematical vocabulary Consistent use of agreed mathematical terms
<ul style="list-style-type: none"> Delivery of a balanced mathematics program including explicit teaching, and mathematical investigations related to real life situations 	<ul style="list-style-type: none"> Explicit teaching of Mathematics Learning Intentions and Success Criteria developed for every lesson Real life experiences/ situations used when appropriate in the teaching of Mathematics Continued professional learning around the 6Cs and developing and delivering mathematical investigations 	<ul style="list-style-type: none"> All staff Learning Team leaders Maths Leader Maths Curriculum Action Team Dr Jill Brown ACU 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Learning Intentions and Success Criteria evident in classrooms Problem solving incorporating open ended tasks evident in all weekly programs Implementation of Mathematical Problem investigations across the school (One per semester) TALR
<ul style="list-style-type: none"> Development of the Maths scope and sequence for key understandings Review whole school assessment for Mathematics 		<ul style="list-style-type: none"> Maths Leader Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> The use of data to inform teaching and learning programs Common use of RATS and CATS for moderation and reporting Improvement in student outcomes Evidence of assessment for, of and as learning through analysis, checklists, anecdotal and formal assessments. All staff to maintain ongoing evidence based records
<ul style="list-style-type: none"> Use of data in PLTs and PL prior to teaching to ensure teaching to point of need practice in mathematics 	<ul style="list-style-type: none"> Tracking of student process with emphasis on providing specific diagnostic and whole picture information to teams Analyse data in PLT prior to planning Meeting schedule to be in line with assessment schedule Use of PLT logs to analyse student learning Maths equipment trolleys purchased for all classes F - 3 		<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Evidence of differentiated learning in planning Use of diagnostic data in teams prior to planning a series of lessons The use of data to inform teaching and learning programs LAF/AusVELS pre and post testing EYNI administration and data analysis to be ongoing and related to classroom teaching The beginning of alignment between the assessment schedule and the professional learning PLT logs are starting to be used
	<ul style="list-style-type: none"> Teachers to use data to determine individual learning goals for students Teachers and Parents to meet regularly to monitor ILP progress 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> ILPs for all 'at risk' students ILPs for students 'above' expected levels Use data to determine individual learning goals (daily/weekly/term goals)
<ul style="list-style-type: none"> Consistent rigorous classroom practice of Writer's Notebook, Write to Read, Oral Language activities, Literacy Centres, Guided Reading, Fountas & Pinnell reading comprehension 	<ul style="list-style-type: none"> 10 hours of English per week Flexible groupings across learning teams utilising the open classrooms and 21st century learning spaces Oral Language Activities planned in all Early Years Classrooms Budget allocation to meet specific areas of need Early years teachers involved in Classroom Promotion of Oral Language (CPOL) planning 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> 10 hours English teaching evident in all weekly programs Writer's Notebook, Write To Read, Oral Language activities evident in all weekly programs and classrooms CPOL principles to be evident in early years planners Reading Planners evident in all classrooms Learning Intentions and Success Criteria to be evident in classrooms and planners All Early years staff to be trained in W2R certificate 1 Core group of staff to be trained in W2R certificate 2 Reintroduction of the 7 HRLTPs Sharing across teams of Literacy Centre activities
<ul style="list-style-type: none"> English planning at Learning Team level 	<ul style="list-style-type: none"> Align timetable for shared planning and teaching Teams to be released for Term planning and Leading Teacher to be available as support 	<ul style="list-style-type: none"> All staff Leading Teacher Timetabler 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Rich English term planners developed at planning days and used by all in Learning Team. Consistent learning focuses in all classrooms within Learning Teams Weekly planners to reflect Term planning
<ul style="list-style-type: none"> Targeted coaching to improve literacy teaching practice 	<ul style="list-style-type: none"> Leading Teaching to provide English coaching 	<ul style="list-style-type: none"> All staff Leading Teacher 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Coaching plans developed, maintained and evaluated
<ul style="list-style-type: none"> Regular and effective use of ICT in literacy block 	<ul style="list-style-type: none"> Computers, netbooks, iPads and interactive whiteboards to facilitate English learning Budget allocation to meet specific areas of need New interactive English programs 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Use of ICT in Literacy block evident in planners and classrooms New resources purchased to support ICT in English Use of Reading Eggs F - 6

		purchased to support teachers	<ul style="list-style-type: none"> ICT leading Teacher / Action Team 		
<ul style="list-style-type: none"> Targeted Professional Learning in all aspects of Literacy to build content and pedagogical knowledge 	<ul style="list-style-type: none"> Through regular professional learning, professional reading and peer observation Reintroduction of the 7HRLTPs and HRLPTs incorporated into Literacy block Core group trained in W2R certificate 2 New staff trained in W2R certificate 1 Explicit professional learning about administration and interpretation of assessment tool 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Time in Professional Learning Schedule allocated for English PL Core group trained in W2R certificate 2 (Train the trainer) New teachers trained in W2R certificate 1 	
<ul style="list-style-type: none"> Use of data in PLTs and PL to ensure teaching to point of need and the use of triangulated data sources to inform explicit teaching practice 	<ul style="list-style-type: none"> PL to support teachers in accessing data, explain Zone of Proximal Development and how to use data to group students and track growth Fluid grouping of students across team teaching partnerships Continue tracking of student achievement and analyse data in PLT prior to planning 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team Data manager 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Data used to fluidly group students & teach point of need. Fluid grouping evident in weekly planners Data analysis to be evident in team meeting minutes & recorded in PLT logs 	
<ul style="list-style-type: none"> Koorie students and students performing at 12 months below or 12 months above in Reading and Viewing, Writing and Speaking and Listening to be on Individual Learning Plans (KELPs) 	<ul style="list-style-type: none"> Teachers to use data to determine individual learning goals for students Teachers and Parents to meet regularly to monitor ILP progress Koorie students to have KELP Koorie students to have access to Wannik tutoring 	<ul style="list-style-type: none"> All staff Koorie tutor 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> ILPs for all 'at risk' students ILPs for students 'above' expected levels KELPs established for Koorie students 	
<ul style="list-style-type: none"> Regular moderation at and across team levels 	<ul style="list-style-type: none"> Regular scheduled moderation as part of learning team meetings Time allocated for moderation within and across Learning Teams within Meeting schedule Development of moderation exemplars to assist in making consistent judgements 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Team and whole school moderation time allocated in PL term schedule The continued development of Findon Primary Writing Moderation Exemplars 	
<ul style="list-style-type: none"> English support through intervention such as EAL Companion, Language School, Language Support, SELL program and Beginning School Program (BSP) 	<ul style="list-style-type: none"> Continue offering intervention - SELL programs as well as the Language Support Program. Continue offering BSP to foundation students Investigate opportunities for extension programs in English, in particular Writing 	<ul style="list-style-type: none"> Leading Teacher Intervention Staff AP 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Students who participate in English intervention to show improvement in reading ILPs for all 'at risk' students ILPs for students 'above' expected levels 	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals		Targets			
<ul style="list-style-type: none"> To improve student engagement and wellbeing To Improve student attendance 			<ul style="list-style-type: none"> All Student Attitudes to School survey at or above 50 percentile, with particular focus on classroom behaviour and student safety Staff Opinion Survey responses all to be above 50% with particular focus on student behaviour (school) and (classroom) Parent Opinion Survey to show improvement in all elements of Student Engagement and Student Behaviour Absences data to be at or lower than state mean 		
		12 month targets	Absences data to be at or lower than state mean A reduction in the number of students arriving late across the school from previous year		
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
Develop students as independent and engaged learners.	<ul style="list-style-type: none"> Implementation plan for NMR Curiosity and Powerful learning strategy. The use of a coaching model and peer observations to continue to drive curriculum Integrate innovative ways of using ICT. Inquiry based learning as a means of engaging students. Further opportunities for student voice and leadership. Opportunities for professional learning and skill development in ICT for staff. Ongoing development of whole school ICT scope and sequence Building on the students' potential and capabilities in ICT. Opportunities for students to be involved in real life projects. 	Professional Learning Coaches Flexible learning spaces Student negotiated tasks Interest based ICT Budget (4 year technology plan) <ul style="list-style-type: none"> Whole school Quality Start Up program to establish class culture, values Whole school use of behaviour chart Time Away Room Students incentives 'Best Attendance' and 'On Time' awards House points Sports bags Privileges Whole school celebration days AP to meet with support groups SSGs 	Principal AP Leading Teacher Learning Teams All staff to use in classrooms SW & E CAT team to review and update program Professional Learning delivery	Quality Beginning Program – 7 days of Term 1 Ongoing	<ul style="list-style-type: none"> Teaching and Learning protocols are evident in classrooms Clear integration of ICT in planners and weekly delivery Term planners for inquiry are consistent across the school Continued opportunities for real life projects that involve the community Staff continue to share resources and knowledge Use of Shared Learning Folders for student learning and assessment & reporting Students lead collaborate online projects with a local and global audience Parents to have an understanding of the values, expectations & behaviour management process Every student to have completed Quality Beginning Booklet and have an understanding of school values and classroom expectations. Booklet to go into Portfolio for parent reference (F - 2) or given at Meet and Greet Improved outcomes in terms of classroom/yard behaviour. Improved outcomes of classroom behaviour in student opinion survey. Improve student morale and motivation in the staff opinion survey. Established community learning with EY & MY
Continue with comprehensive whole school approach to issues of student absence	<ul style="list-style-type: none"> Ongoing implementation of "Every Day Counts" strategy Continue to implement work of the Curriculum - Student Wellbeing Action Team Continue to monitor, track and analyse absences. Continue to promote strong attendance which is linked to student learning Contact parents / guardians regarding student absences and accountability Continue to use outside agencies to support student attendance (CAHMS) 	<ul style="list-style-type: none"> Newsletter articles Findon Website Communication via Quality Beginning Program and transition documentation for new students Continue to monitor all absences Class ticks for whole class attendance Best Attendance and 100% attendance certificates for classes and individuals Best On Time awards and 100% On Time acknowledgement at assembly Public acknowledgment at assembly and class rewards <ul style="list-style-type: none"> Barbie with the boss Morning Tea with Paula (on time) Admin staff make courtesy call to home Chronic absences followed up at regional level 	<ul style="list-style-type: none"> SW&E Team and Class Teachers All staff SW & E Team Admin staff Principal 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Whole school implementation of Attendance Process: absence/lateness monitoring process. Attendance Policy implemented Newsletter & Whole school Assembly promotion and incentive system Regular communication with parents and the community regarding attendance. Increase in the number of students attending school and arriving on time from previous year Increase in Student Attitudes to School 'connectedness' data from previous year Feedback regarding absence data and lateness to parents and students via three way conferences and in school report Morning roll and absence notes track reason for absence and enable accountability from parents to school
Develop communication	<ul style="list-style-type: none"> Parent focus group continues Communication SMS text messages 	<ul style="list-style-type: none"> Purchase SMS communication system Budget for Parent Group 	<ul style="list-style-type: none"> Principal Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Current information available on the website Parents joining in for Coffee & Chat

<p>processes and strengthen parent/ school partnerships</p>	<ul style="list-style-type: none"> ● Regular, interactive parent information sessions at all levels. ● Coffee & Chats ● Parent feedback box/feedback on website ● Publicise/ promote what we do in Newsletter and in local papers ● Continue Parent Reps /classroom ● Establish Family of the Week in Newsletter ● Offer parent cooking session in Kitchen ● Website updated on a regular basis ● Media person identified to promote school ● Training session - Parents as Helpers 	<ul style="list-style-type: none"> ● Meeting times for Coffee and Chats ● Provision of Kitchen Specialist to run parent cooking sessions ● Research and purchase signage for front of school 	<ul style="list-style-type: none"> ● SIT Team ● All teachers ● School Council 		<ul style="list-style-type: none"> ● Parents attending parent information / training sessions ● SMS messaging in place and being used to communicate with parents ● Parents using feedback box /feedback on website ● Parent Contacts promoted in Newsletter ● Parents providing regular and structured feedback ● Parent feedback used to make improvements ● More parents assisting in classrooms
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Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals		Targets			
<p>To continue to refine student transition and pathways from preschool to school, one year level to the next and from primary to post primary.</p>					
		12 month targets			
<p>Goals</p>	<p>To continue to refine student transition and pathways from preschool to school, one year level to the next and from primary to post primary.</p>	<p>Targets</p> <ul style="list-style-type: none"> All elements of Student Attitudes to School survey at or above 50 percentile, with focus on classroom behaviour and student safety Staff Opinion Survey responses all to be above 50% with particular focus on student behaviour (school) and student behaviour (classroom) Parent Opinion Survey to show improvement in all elements of Student Engagement and Student Behaviour Absences data to be at or lower than state mean 			
		<p>12 month targets</p> <ul style="list-style-type: none"> All elements of Student Attitudes to School survey to be at or above 50 percentile (3rd quartile) Staff Opinion Survey responses all to be above 50% with particular focus on school climate Parent Opinion Survey to show improvement in all elements of Student Engagement and Student Behaviour The Parent Opinion Survey to show an improvement from previous year in student engagement and student behaviour Absences data to be at or lower than state mean (14 days) To show a reduction in the number of students arriving late across the school from the previous year 			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<p>Develop & implement positive & consistent approach to student behaviour management across school</p>	<ul style="list-style-type: none"> Student management processes using Restorative Practices & AIZ strategies (Ramon Lewis) - Developmental Approach to Behaviour Management Re-examine the Policy on Student Behaviour in light of the introduction of Restorative Practice Implement the Student Engagement Policy Continue to develop a whole school social & emotional wellbeing program using PATHS Continue to implement the e Smart framework Continue to employ Student Welfare Services 	<ul style="list-style-type: none"> Ongoing implementation of PATHS program across F to 6. Pre and post evaluation of PATHS Ongoing professional learning for all staff re: wellbeing programs with a focus on Restorative Practices Shared Resources on staff share drive to support implementation of programs Year 5/6 Leadership Incursion Appointment of class leaders every term House captains Community Citizenship awards Running of weekly and special assemblies Better Buddy program - Year 5 students buddied up with Foundation students Time allocated for student wellbeing leader Implementation of Kids Matter Framework Professional learning on Kids Matter implementation Participation in Kids Matter network implementation of Kids Matter surveys for students, parents and staff Participation in PATHS network Partnerships with La Trobe Wildlife Sanctuary with sustainability focus Lunch time clubs: Robo Club House sports activities – soccer/ basketball CASEA social skill programs in targeted year levels 	<ul style="list-style-type: none"> Student wellbeing action team Student wellbeing Leader A.P, SW&E leader All teachers to deliver programs in Student Wellbeing JSC coordinator Kids Matter action team Year 5/6 student leaders 	<ul style="list-style-type: none"> Ongoing Whole year Conference Professional learning Curriculum days 	<ul style="list-style-type: none"> All staff implementing PATHS program weekly for 60 minutes Implementation of Wellbeing programs into teaching and learning and linked to English Lowered student absenteeism & enhanced student engagement Curriculum day, conference & professional learning schedule to allocate time for professional learning Better Buddies Program implementations with 4 key events (Welcome to Findon, Education Week, Literacy & Numeracy Week, National Buddy Day, Fluoro Day- mental health) Bully stoppers - slogans Better Buddies survey of older buddies and parents of LT1 &LT2 Mental Health Awareness and promotion – events Kids Matter student surveys across the school Development of student engagement and wellbeing policy review of behaviour management policy and practices to align with philosophy of restorative practices and Kids Matter framework hosting Paths network and demonstrating paths lessons to network liaising with CASEA regarding social skills groups implementation of pre/ post paths evaluation of students F - 6 Social skills group Year 1-2 Resourcing of restorative practices Improved Student Attitudes to School Survey results in targeted areas Improved Parent Opinion Survey
<p>Develop strategies for transitions to, from and within Findon PS</p>	<ul style="list-style-type: none"> Class Placement Process Process for handover of student data and information as student moves up a year level, including PSD students. Continue to refine and implement agreed assessment schedules and data tracking templates. An induction/transition process for new students who enrol during the year. 	<ul style="list-style-type: none"> Review policy as required at Ed Sub Review process annually with SIT team Handover at the end of year in yellow cumulative folder Current teacher and future teachers of PSD students are released to do a handover Curriculum Leaders begin process for review in action teams Learning teams develop agreed items & moderate pieces to ensure consistency 	<ul style="list-style-type: none"> Ed Sub/ Team Leaders SIT members All teachers Relevant teachers- AP, ES staff Action Team Leaders Data manager 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> A clear, consistent process is being used for placing students in classes Student folders have agreed selection of assessment items, this being consistent across the school. Teachers are supported to analyse their student data at the beginning of the year, and use this to set personalised targets for students. Assessment schedules implemented consistently across the school

	<ul style="list-style-type: none"> ● Introduce consistent activities for transition sessions between year levels ● Students participate in a whole school team building classroom induction session to meet their new class and teacher. ● Transition process to include "Meet the Teacher " session and Quality Beginning ● Enhanced communication with our kinder network/ affiliated kinder ● Whole school transition process 	<p>across the team</p> <ul style="list-style-type: none"> ● Data manager to collate AusVELS data and sort into new classes ● New families offered a tour. ● Process created for induction process for a new student ● Interview with the Principal to gain insight into student/family ● Learning team share and plan activities for transition to new classes ● Driven by SWE team and implementation of Quality Beginning Program by all classroom teachers and specialist staff ● attend Kinder network meetings ● Beginning school info is sent to centres. ● Invite families from Kinder/Child care centres to Education Week Open Day ● Flying to Foundation program implemented T3 ● Organise Showcase evening in Term 3 for families of new Foundation students for the following year ● Release LT1 team leader to attend local kinder/childcare centres ● Facilitate Beginning School Program sessions ● Year 6-7 Transition process ● Advertising of secondary college Information Evenings in Findon newsletter ● Secondary college information leaflets distributed to Year 6 students ● Year 6 students visit Lalor Nth SC ● Local secondary college staff and students invited to talk to Year 6 cohort. ● Secondary college staff invited to meet with future students and current Year 6 staff to discuss student progress ● Completion of individual Transition forms. ● Year 6 Orientation Day/ Year 5 Taster Day ● Beginning School Program Survey implemented ● Data compiled & distributed to teachers 	<ul style="list-style-type: none"> ● Admin & Principal ● Team Leaders ● Learning Teams ● SWE Team ● All teachers ● LT1 Team Leader ● Team 4 ● LT1 Team Leader ● Principal Team ● Data Coordinator 		<ul style="list-style-type: none"> ● Community consultation and Parent Opinion survey show improved satisfaction with transition milestones ● Quality Beginning shows consistency across year levels and refined annually ● Student enrolments drawn from a wide range of Kinders
<p>Linking students to appropriate wellbeing services</p>	<ul style="list-style-type: none"> ● Student Support Services ● Student Wellbeing leader ● Referrals to outside agencies and student support services 	<ul style="list-style-type: none"> ● Referral to Healthy Minds Psychological Counselling service (ATTAPS) ● liaising with AP re: issues of concern ● Possible referral and liaison with the following services: <ul style="list-style-type: none"> ● Outside Support Agencies ● CASEA Clinicians ● Austin CAHMS/ Austin Social School ● Baltara TIU ● SCOPE ● Speech/Psychology/OT ● DHHS/CPS/SOCA 	<ul style="list-style-type: none"> ● Student Wellbeing & Engagement action team ● Assistant Principal ● All staff 	<ul style="list-style-type: none"> ● Ongoing ● Whole year 	<ul style="list-style-type: none"> ● Reduced outside misbehaviour and increased conflict management skills of students ● Positive feedback from parent survey related to Connection to Peers, Student Motivation, School Connectedness and Social Skills ● Working on reducing student absenteeism ● Positive feedback in Staff Opinion Survey related to Student Misbehaviour, student motivation and class misbehaviour.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	to create a balance between budget efficiency and learning outcomes and environment	Targets	Resources directed to School Strategic Plan priorities Build professional capability of the staff Ensure digital learning opportunities are further developed Professional learning teams meet the goals of the School Strategic Plan and the professional needs of the teachers. Robust, documented program of feedback for teachers	12 month targets	
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
ensuring that classes remain in line with DET guidelines	<ul style="list-style-type: none"> ensuring that human resources are allocated to achieve the maximum benefit for student learning 	<ul style="list-style-type: none"> an additional classroom teacher employed (17 classes in 2016) LOTE program extended 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> 2016 	<ul style="list-style-type: none"> smaller class size higher levels of student engagement improved student outcomes
utilise expertise within the school for professional learning	<ul style="list-style-type: none"> Appointment of Literacy/Numeracy specialists Intervention/Extension groups Allocation of time for delivery and coaching partnership with ACU 	<ul style="list-style-type: none"> partnership with ACU (Dr Jill Brown) releasing teacher expertise to fulfil their role 	<ul style="list-style-type: none"> Principal SIT 	<ul style="list-style-type: none"> 2016 	<ul style="list-style-type: none"> change in teacher practice commitment to TALR or SNMY during workforce planning meeting/PDP review change in whole school policies and procedures
to improve the learning spaces	<ul style="list-style-type: none"> purchase of furniture for additional classroom purchase of furniture for flexible learning space in BER purchase guided teaching tables F-2 purchase guided teaching tables 3-6 engage in PL in regard to open-learning spaces and environment improve outdoor spaces including Maths and Science garden 	<ul style="list-style-type: none"> use fundraising money to create garden budget for and provide professional learning on how to use guided teaching tables 	<ul style="list-style-type: none"> Buildings and grounds Maths and Science Leaders Principal 	<ul style="list-style-type: none"> 2016 	<ul style="list-style-type: none"> change in teacher practice and use of learning spaces improved student outcome
Ensuring that the school has a sustainable ICT Device plan to ensure equitable access for student	<ul style="list-style-type: none"> create a 4 year plan for ICT devices ensure all devices are maintained appropriately to ensure longevity 	<ul style="list-style-type: none"> reviewing current leasing agreements maintain ICT budget 	<ul style="list-style-type: none"> Leading Teacher - Digital Technologies 	<ul style="list-style-type: none"> 2016 	<ul style="list-style-type: none"> teachers and students have access to devices to support teaching and learning 1:1 program is accessible by most families

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Actions: ☐ ☐ ☐	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence		Status	Evidence	
ENGAGEMENT						
Actions: ☐ ☐ ☐	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence		Status	Evidence	
WELLBEING						
Actions: ☐ ☐ ☐	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence		Status	Evidence	
PRODUCTIVITY						
Actions: ☐ ☐ ☐	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence		Status	Evidence	