2016 Annual Implementation Plan: for Improving Student Outcomes

5305

Berwick Fields Primary School

Based on Strategic Plan [2014-2017]

Endorsements

Endorsements

Endorsement by School Principal	Signed... *(signature)* Name. Stephen Wigney Date. 18/4/16
Endorsement by School Council	Signed... *(signature)* Name. Michelle Friend Date. 18/4/16
Endorsement by Senior Advisor	Signed... *(signature)* Name. Peter Greenwell Date 23/03/2016

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

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:
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.

From the school's perspective

Excellence in teaching and learning

Building Practice Excellence

At the end of 2013 School Council made a decision to commit considerable spending to extend our successful Maths Specialist Mentor program to include English as well. This meant that, in 2015, we had six highly skilled teachers working side by side with classroom teachers to enhance their capacity to effectively plan and implement their Maths and English programs. While still in its early stages we are very pleased with the way in which our teaching staff have embraced this additional support and can see that it is making a difference to student confidence and our student achievement data. The approach that our Maths and English mentors are taking is based on highly regarded research and professional development. An important part of our learning has been to strategically use data to assist with our planning, especially in trying to increase individual and cohort growth. While improvement has been noted, over a five year period, with respect to NAPLAN and AusVels teacher judgements we acknowledge that there is still much to do in this area.

Curriculum Planning and Assessment

Our work towards building meaningful and authentic student portfolios has taken a great leap forward. Under the leadership of our Professional Learning Team Lead Learners, teams worked on developing a meaningful portfolio throughout 2015 that captured evidence of student learning growth. In building portfolios, teachers focused on providing more authentic feedback to both students and parents about student progress and achievement. The portfolios presented as a part of the reporting process were very positively received by parents, with 80% of the parents responding to our survey at the end of the year believing that the reports provided them with quality information about their child's achievement, and 84% believing it gave a clear insight into strengths and areas for future learning. 82% of teachers also felt that the portfolios provided a more accurate representation of student learning. Integrating the work of the portfolio into everyday classroom practice will continue to be a focus for us in 2016. In focusing on assessment through staff meetings we developed a greater understanding of the importance of formative and summative assessment both of, for and as learning. Our new Assessment Policy, ratified by School Council, reflects this and has been explored through our whole school assessment schedule, which will allow us to track students across the years. 79% of staff at the end of the year were confident that they use a balance of formative and summative assessment in their everyday work. Moderation within, and between teams, was built upon in 2015, with the English Mentors leading Writing moderation based against the Australian Criterion Scale. The Mathematics Mentors also guided our first Mathematics moderation session to help refine teacher judgements. More work needs to be done in this area.

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**
Building Practice Excellence	**Develop a shared understanding of the way we implement best practices in designing for learning and teaching through formal Mentoring opportunities.** • Considering the best practices tools developed in 2015, dedicate time in staff and PLT meetings to unpacking what these look like as teacher actions in the classroom and when planning for learning. • Mentors will work in developing an action plan around one element of the best practices, which will be a model for staff to follow on future endeavours • Mentors will use their Action Plan to inform and guide professional discussions with their mentorees across the school. • Collect and share evidence amongst the whole staff of the way best practices are enacted across different domains in the classroom. • Deliver professional development that is focused on developing elements of our best practice, building on from the work around evidence collected in 2015. • Ensure best practices are embedded and referenced in team term planning documents. • **Professional Learning Teams implement a shared performance and development goal that is evidence based and focusses on building practice excellence.** **Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual and cohort growth.** • Survey parents and carers to ascertain their educational needs • In light of the parents' needs develop a year program Of targeted information sessions for parents and carers to inform them of best pedagogical practices so that they are confident when supporting their children with their learning • Conduct survey with staff to ascertain the most relevant persons to deliver the information sessions • Work closely and in collaboration with teachers to ensure they feel supported when further developing their pedagogical skills in all areas of the Australian curriculum relevant to their year level.
Curriculum Planning and Assessment	**Build staff capacity to use formative and summative data to inform planning for learning at a cohort and class level.** • Empower mentors and lead learners to lead discussions in PLT meetings that are based around data of student learning at a cohort level. • Make use of data that will inform term planning, making direct reference to the data in team planning documents and the way growth will be monitored and achieved. • Consider ways to use the student portfolios to inform planning on planning days. • Develop strategies to ensure that there is quality and transparency to the evidence that is collected by teachers. • Continue to work on developing the capacity of teachers to moderate effectively. **Enhance planning documents at a school and cohort level to identify clear end outcomes and effective strategies to work towards these goals**. • Take on teacher feedback to make the Designing for Learning Blueprint a more effective document for teams to use in their planning. • Ensure that teams have clearly defined aims for students at the end of the unit, and have recorded the way they will demonstrate student growth. • Seek opportunities for this growth to be reflected authentically in the student portfolios • **Improve teacher understanding the General Capabilities in the Victorian Curriculum, their connection to our Philosophy of Learning, and use the learning intentions to set goals for students to achieve.** • Focus on using planners from 2015 and enhancing them to deliver a more cohesive and consistent curriculum, rather than starting from scratch.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT				
Goals	Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual and cohort growth.	**Targets**	- Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above the expected level in reading, writing and number. - Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above state mean in reading, writing and number by 2017. - Staff survey, on the effectiveness of the integrated planning process, has demonstrated an increase in satisfaction levels each year.	
		12 month targets	- Individual and team planning documents show evidence of exemplary learning and teaching practices being integrated in to planning, incorporating the Australian Curriculum - Staff are utilizing the framework that has been developed to consider focuses for their teaching development - Whole Staff Survey indicates high satisfaction with the Mentor Program in improving their pedagogical practice. - Student Achievement data shows growth in the number of students at or above the expected level.	

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
1.1 - Develop a shared understanding of the way we implement best practices in designing for learning and teaching through formal Mentoring opportunities.	- Utilise teacher feedback to make the Designing for Learning Blueprint a more effective document for teams to guide. planning and teaching of inquiry learning. - Continue to work with staff and students to embed the best practices. - Collect and share evidence amongst the whole staff of the way best practices are enacted across different domains in the classroom. - Deliver professional development that is focused on developing elements of our best practice, using the evidence collected from our 2015 Curriculum Day where these practices were introduced to teachers. - Begin work on embedding our Best Practice and Philosophy heuristic and self-assessment tools into our teaching and learning practices.	Work with Lead Learners Formalised Lead Learner and Mentor Meetings Formalised mentoring opportunities Curriculum Day Scheduled 'Lookerafterer' meetings to trial with guiding coalition	Essential Learnings Leader Lead Learners Mentors/School Improvement 'Lookerafterers'/ School Improvement/Essential Learnings Leader	End 2016 Throughout 2016 Throughout 2016 Term 3 Term 2	- Inquiry Planning Documents use the Designing for Learning blueprint which guides out teaching and practice. - A growth in survey data from best practices tool. - Staff survey indicates teachers as having increased knowledge and understanding of our 'best practices'. - A growth in survey data indicating more teachers are attending to the 'Designing for Learning Blueprint' when planning.
1.2 – Build staff capacity to use formative and summative data to inform planning for learning at a cohort and class level.	- Continue working toward the consistent implementation of exemplary learning and teaching practices in English and Mathematics in line with the 'Teaching and Learning' policy, planning processes, and program documentation. - Continue our whole school focus on improving the number of students achieving at or above the expected level in Writing and Number.	Formalised mentoring opportunities including timetabled planning and classroom times	Mentors/Essential Learnings Leader/School Improvement	Throughout 2016	- The Mentor PLT has developed their own understanding, decision making and confidence to facilitate moderation conversations. - Teacher judgements show a greater number of students achieving at or above the expected level in Writing and Number. - Teachers are using moderated evidence to positively influenced planning, teaching, assessment and learning.

	▪ Continue working towards a greater alignment between evidence of learning and teacher judgments. ▪ Identify exemplary teaching practice across the school and share across the broader school community. ▪ Mentors will undertake a shared endeavour in the area of moderation, researching the possibilities for ongoing improvement to our current practice. ▪ Professional Learning Team ' Moderation Meetings' include a more regular focus on the triangulation of data to develop consistency and rigor of judgments that influence teaching practice and future planning.	Classroom observations are formally recorded and shared through the staff newsletter. Time provided to develop the capacity of staff to moderate student work during staff, PLT and Mentor meeting times.	AP/Essential Learnings Leader/Mentors/Teachers Lead Learners/Mentors	Throughout 2016 Throughout 2016	• Staff survey results will show an increase in teachers trusting colleague's teacher judgements and evidence provided by previous teachers. • Feedback from teachers indicates how moderation meetings have contributed to the development of their practice.
1.3 – Enhance planning documents at a school and cohort level to identify clear end outcomes and effective strategies to work towards these goals.	• Continue to refine the understandings of the Capabilities in the Victorian Curriculum and their relationship to the Philosophy of Learning, including the way student understanding is developed across the years. • Explore the current state of staff knowledge and confidence with regards to inquiry learning approaches and their capacity to incorporate these approaches into planners to develop and build the capacities we value in the Philosophy of Learning. • Continue to support the use of the Blueprint framework to develop overarching ideas for inquiry units planned by Professional Learning Teams. • Focus on building on planners from 2015 and enhancing them to deliver a more cohesive and consistent curriculum. • Ensure that teams have clearly defined aims for students at the end of the unit, and have recorded the way they will demonstrate student growth. • Seek opportunities for this growth to be reflected authentically in the student portfolios.	Staff Meeting PLT Meeting/survey During Planning days Scheduled Lead Learner meetings with Essential Learnings Leader Developed in collaboration with teams during planning days	AP/Essential Learnings Leader Lead Learners Lead Learners/Essential Learnings Leader Lead Learners	Term 1 Term 2 Throughout 2016 Term 1 Throughout 2016	• Staff survey data relating to planning days shows increased productivity and levels of satisfaction during planning days. • Staff feedback/survey results indicates improved satisfaction with planning days. • An audit of planning documents will show greater consistency with team planning processes across the school Lead Learners have worked with staff to develop a shared understanding of the purpose what we want to achieve at planning days. • Lead Learners have collaborated with teachers to develop a checklist of consistent elements teachers agree are essential for designing for learning.
1.4 Build staff capacity to use formative and summative data to inform planning for learning at a cohort and class level.	• Investigate how effective teachers are in articulating the purpose of learning opportunities and the variety of ways this can be achieved. • Empower mentors and lead learners to lead discussions in PLT meetings that are based around data of student learning at a cohort level. • Make use of data that will inform term planning, making direct reference to the data in team planning documents and the way growth will be monitored and achieved. • Consider ways to use the student portfolios to inform planning on planning days.	Work with School Improvement through Lead Learner and Mentor meetings. Supporting time in PLT Meetings and Mentor meetings Teams will be provided with a planning day each term Classroom Observations Whole staff survey	Essential Learnings Leader Data Team/ Mentors/Lead Learners Lead Learners	Throughout 2016 Throughout 2016 End of Term 2	• Evidence in planners of connection of data to work and its use in planning. • Improved staff survey results about the use of data. • Improved student growth in Reading, Writing and Number progression points due to teaching at point of need. • Discussion led by team members on planning days to facilitate evidence based learning conversations.

	• Develop strategies to ensure that there is quality and transparency to the evidence that is collected by teachers.		Mentors	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT			
Goals	To provide engaging opportunities that foster personal best for all.	**Targets**	• Develop a common understanding and shared commitment to the implementation of the pedagogical elements of our Philosophy of Learning. • Connect students to our Philosophy of Learning and what that could look like by giving them a voice in their own learning and leadership development through regular student forums. • Collaborate with our school community to develop their understanding of our Philosophy of Learning by providing targeted information sessions.
		12 month targets	• 90% of staff surveyed state that the learning and teaching program they are providing their students is strongly linked to the Philosophy of Learning and the 5 C's pertaining to 21st century learning. • Evidence from student portfolios demonstrates that the Philosophy of Learning is strongly connected to the learning and teaching program in the classroom and specialist areas. • Targeted information sessions are seeing greater participation from parents than in previous years, especially from those parents who have a non English speaking background.

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
2.1 – Develop a common understanding and shared commitment to the implementation of the pedagogical elements of our Philosophy of Learning and embedding this expectation in all staff performance plans.	• Audit the 2015 'Setting Up for Success' programs to ascertain the influence of the Philosophy of Learning and prepare recommendations for 2017. • Develop and refine the staff understanding of the self assessment tools (Best Practices and Philosophy of Learning) through professional development opportunities and encourage them to be utilize the evidence from these tools to inform their performance plan goals.	Host a Lead Learners meeting to address this audit process and capture the evidence of impact and recommendations. Promote the purpose of these tools in teacher forums such as Fields Folly, mentoring sessions, professional learning team meetings and staff meetings.	School Improvement & Essential Learning Leaders School Improvement & Essential Learning Leaders	Beginning of Term 2, 2016 Throughout 2016	• The Setting Up for Success program demonstrates strong and ongoing links to the Philosophy of Learning • Evidence collected through the staff performance planning process shows the link between the theoretical elements of our Philosophy of Learning and what is actually happening in the classroom.
2.2 - Connect students to our Philosophy of Learning and what that could look like by giving them a voice in their own learning and leadership development through regular student forums.	• Trial the student self assessment tools with interested staff as a means for students (and their families) to reflection and evaluate the extend that they are living our school's philosophy. • Build on the potential of our student portfolios to provide evidence of student achievement in line with our Philosophy of Learning. • Encourage student forums such as student leadership programs, Junior School Council and class meetings to have the philosophy of learning focus for discussions, when relevant. • Have our Team Captains and Junior School Council members complete the student self assessment tool/s as a means to develop their own understandings of what it means to be learning in line with our school's philosophy of learning.	Ask for and work with volunteers, including Lead Learners as part of their fortnightly learning team together. Support the Lead Learners with the leadership of the student portfolios as part of their fortnightly learning team together. Allocate the responsibilities of student leadership and Junior School Council to interested staff, ensuring they are meeting and planning appropriately and that their work is being recognised by the school community. Use one of the meetings in semester one, and another in semester two to have student leaders complete a self assessment.	School Improvement & Essential Learning Leaders School Improvement Leaders Student Leadership and JSC Coordinators School Improvement, Student Leadership and JSC Coordinators	Beginning of Term 2, 2016 Throughout 2016 Throughout 2016 Term 2 and Term 4, 2016	• Interested staff are using the evidence collected through the self assessment tool to reflect on their current practice and develop their understanding of each of the pedagogical element of our Philosophy of Learning. • Evidence collected through the semester reporting process, from students, teachers and families demonstrates strong and ongoing links to the Philosophy of Learning • Junior School Council reports have been presented at School Council meetings and School Leaders' reflections illustrate the impact of leadership development. • The student leaders have completed the self assessment tool twice in the year and their voice has offered insights into what it means to be a learner at Berwick Fields.
2.3 - Collaborate with our school community to develop their understanding of our Philosophy of	• Continue to meet with interested parents/carers and deliver targeted information session regarding the	Survey parents as to their needs.	Community Development Leader	Term 2	• Majority of parents surveyed state that they now have a better understanding of our Philosophy of Learning and how it links in particular to student learning.

| Learning by providing targeted information sessions | Philosophy of Learning and how to support their children's learning.
• Cater for the needs of those parents from a non English speaking background. | Create a plan that identifies the topics of interest and possible professional development providers. Publicise targeted information sessions with language that parents/carers identify with in order to increase attendance at these sessions. | Community Development Leader | Term 2 | • A variety of learning opportunities have been provided.

• The number of people, from a variety of backgrounds, attending the targeted information sessions has increased.

• Majority of parents attending these sessions have stated that their learning needs have been met. |
| | • Create opportunities for parents to become familiar with our Philosophy of Learning whilst visiting our school. | Identify examples of the Philosophy of Learning and showcase these around the school for parents to see how they come to life. | Community Development Leader | Term 2 to 4 | • The Family Engagement team have been instrumental in developing these examples and locating them.

• The Family Engagement team have collected evidence that indicates a growing familiarity of our parent group of the Philosophy of Learning. |

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	To develop the consistency of wellbeing practices across the school.	**Targets**	Targets by 2017 • The Berwick Fields' Discipline Database shows an annual decrease in the number of behavioural incidents occurring in classrooms. • Berwick Fields Staff 'School Based' survey demonstrates an annual improvement in their commitment to the enhanced wellbeing approaches. • The DEECD Year 5/6 Attitudes to School Survey, in the areas of 'classroom behaviour' and 'student safety' demonstrates annual improvement. • The DEECD Parent Opinion Survey, in the areas of 'behaviour management' and 'student safety' demonstrates annual improvement.
		12 month targets	• Staff have continued to build their knowledge and understanding of wellbeing approaches and implement aspects of these within their classroom programs. • Enhancements have been made to the wellbeing approaches, in line with our Philosophy of Learning. • Staff are committed to the consistent implementation of the enhanced wellbeing approaches. • Staff are consistently implementing the School Council endorsed, 'Classroom and Playground Management' policy and processes. • Feedback from families about the level of satisfaction with the behaviour management process has been sought. • Further evidence of students reflecting on their own personal and social capabilities will be embedded in each student's portfolio. • Students demonstrate a greater sense of being involved in positively influencing their environment.

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
3.1 - Develop a common understanding and shared commitment to the implementation of exemplary well being approaches in line with our Philosophy of Learning that will make the greatest difference to students.	• Continue to work with staff on building their understanding and commitment towards implementing exemplary wellbeing approaches. • Document the explicit links between wellbeing approaches and our Philosophy of Learning. • Analyse the 2015 BFPS and DEECD Survey Data identifying success and OFIs. • Develop the capacity of our Educational Support (ES) staff through targeted professional learning sessions.	Review the YCDI, Bully Busters, 4 Steps for Communication, Buddy Bear, programs against the Philosophy of Learning to identify their relevance, effectiveness, implementation and opportunities for improvement across the school. Utilise staff meetings to continue our professional learning. Continue to look into alternate wellbeing approaches including Tribes, No Fault Classroom, Positive Education, Kids Matter, Calmer Classrooms etc. HBW Leaders to analyse Parent Opinion, Staff Opinion and Attitudes to School data to identify areas of success and opportunities for further growth in wellbeing approaches. HWB Leaders to work with ES staff to identify current and desired states, professional learning needs and establish weekly meeting agendas.	HWB Leaders HWB Learning Community YCDI, Buddy Bear, Bully Busters Coordinators Staff HWB Leaders HWB Leaders ES Team	Term 2 2016 – Term 2 2017 Term 2, 2016 Term 1 - 4 2016	• Berwick Fields Staff Survey demonstrates improvements in staff opinions of effectiveness of YCDI, Bully Busters and Buddy Bear programs. • Staff and Parent Surveys demonstrate that staff and parents have been more informed of our wellbeing approaches and have an enhanced understanding of our approaches. • Opportunities for improvement have been identified and a plan has begun to address issues. • Professional learning has taken place • Agenda minutes taken from weekly meetings.

3.2 - Improve the effectiveness and consistency of the current approaches to behaviour management.	• Support teachers with knowledge, strategies and skills to work with challenging students both in and outside of the classroom.	Use Rethink Database to identify ongoing challenging behaviours exhibited by students across the school. HWB Leaders to research and identify possible strategies, skills and programs to be considered for implementation which address our students' challenging behaviours.	HWB Leaders	Term 2, 2016 to Term 2 2, 2017	• A 'Challenging Behaviours Management Plan' has been developed for implementation in 2017 • Discipline Database has been updated with new area and offence codes • Meeting with all Rethink Leaders has taken place to communicate consistent practices • There is a decrease in the number of Rethink incidents from 2015 - 2016 • An accurate Discipline Database has been established enabling for consistency in data and data analysis • HWB Circle Time focus planner developed and shared at PLT meetings • Staff Survey shows greater number of teachers implementing Circle Time each week • 2016 Attitudes to School Survey shows improvement in Student Behaviour and Student Safety
	• Review Rethink process and data collection to improve validity.	Review current Discipline Database process i.e Offense Codes, Area Codes, Consistency of data entry and consequences. Research alternate Behaviour Databases with view have consistent database and analysis tools by 2018.	HWB Leaders School Leaders HWB Learning Community	Term 2 and 3 2016	
	• Enhance the use of Circle Time within classrooms.	HWB Learning Community to develop and promote weekly Circle Time HWB curriculum focus areas, using social and personal capabilities of the Victorian Curriculum.	Classroom Teachers HWB Leaders	Term 2 2016 – Term 2 2017	
	• Analyse the Student Behaviours data from the 2015 Attitudes to School surveys to identify OFIs for 2016/2017 cohort	HWB Leaders and PLTs 4, 5, 6 to analyse Attitudes to School Survey to identify successes and areas for improvement. Teachers to share data with students through Circle Time to begin conversations so as students can have a positive influence on their environment	PLT 4, 5, 6 teachers and students	Term 2 – 4 2016 Term 3/4, 2016	
3.3 - Enable each student to influence their environment in a positive way by using proactive approaches to behaviour management.	• Student Portfolios reflect social and personal development.	Collect and develop examples from each PLT of student learning that reflect social and personal development from the Victorian Curriculum, for inclusion in student portfolios.	Health and Wellbeing Learning Community PLT Lead Learners Teachers Students	Term 2, 2016	• Evidence of students reflecting on their own personal and social development is included in Student Portfolios. • Review has taken place with each class and OFIs identified, to be enacted upon the following term with the next class. • Staff Survey indicates teachers believe CHIPS groups are having a positive influence on their students.
	• Continue to develop the FBI (Friendly Buddy Initiative) program.	HWB Leaders to work with the Grade 6 teachers and students to review the success of the FBI program and continue the development of the program.	HWB Leaders Grade 6 Teachers Grade 6 students	End of each term	
	• Develop the capacity of students in year 5 and 6 to use Restorative Practice effectively.	Work with PLTs 5 and 6 to develop the capacity of their cohorts in using Restorative Practices.	HWB Leaders Student Support Officer	Ongoing	
	• Review the needs of students in CHIPS program and monitor content of Connect Groups.	Work together with CHIPS, our Student Support Officer and teachers to monitor and review the effectiveness of the Connect groups to identify opportunities for improvement	CHIPS Chaplain	End of each term.	

3.4 - Use the DEECD 'Student Engagement and Inclusion Guidance'	• Develop our Student Engagement and Inclusion Policy.	Use the DEECD Student Engagement and Inclusion Guidance' and our existing HWB policies and processes to create our Student Engagement and Inclusion Policy.	HWB Leaders	Term 4, 2016	• Student Engagement and Inclusion Policy has been endorsed by School Council • A 'Challenging Behaviours Management Plan' has been developed for implementation in 2017-2018 • Attendance Process has been documented • Discipline Database has been updated with new area and offence codes • Meeting with all Rethink Leaders has taken place to communicate consistent practices • There is a decrease in the number of Rethink incidents from 2015 - 2016
	• Further develop programs for repeated offending students to support and provide strategies in dealing with their challenging behaviours.	Use Rethink Database to identify ongoing challenging behaviours exhibited by students across the school. HWB Leaders to research and identify possible strategies, skills and programs to be considered for implementation which address our students' challenging behaviours	HWB Leaders	Term 3, 2016 to Term 2 2, 2017	
	• Develop Attendance Process to accurately record, monitor and support students with high absences and late arrivals.	Develop, monitor and review Attendance Database and process to record and monitor student with high absences and late arrivals.	HWB Leaders	Term 2 -3, 2016	
	• Review the Rethink Process and work with Leadership members to ensure consistency.	Review current Discipline Database process i.e Offense Codes, Area Codes, Consistency of data entry and consequences. Research alternate Behaviour Databases with view have consistent database and analysis tools by 2018.	HWB Leaders School Leaders	Term 2 2016 – Term 2 2017	

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY				
Goals	To understand and use strategies that lead to sustained improvement.	**Targets**	• Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above the expected level in reading, writing and number. • Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above state mean in reading, writing and number by 2017 • Grade 3 and 5 NAPLAN Reading, Writing and Number indicates cohort bi-annual growth. • The DEECD Staff Opinion Survey, in the area of 'supportive leadership' demonstrates annual improvement. • The DEECD Staff Opinion Survey, in the areas of 'appraisal and 'professional growth' demonstrates annual improvement. • The annual confirmed School Global budget shows that funding priority has been given to the significant projects, as documented in the 2014-2017 School Strategic Plan.		
		12 month targets	• Each Professional Learning Team and has, as its focus, a student learning outcome based on cohort data from the previous year. • Our Leading Self, Others and Learning Reflection tools indicates that Lead Learner and Mentors are increasing their confidence and capacity, whilst providing evidence to support their claims. • Evidence from staff and mentors demonstrates that learnings from the previous year have been built upon. • Program budget co ordinators feel that there is greater transparency with the budget process.		

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 the capacity of leaders so they can strategically lead learning effectively and improving learning outcomes.	• Ascertain the learning needs of our 2016 Lead Learners and Mentors, using our Leading Self, Leading Others and Learning Leading reflection tool. • Provide professional learning opportunities for these Teacher Leaders to develop their knowledge, skills and dispositions for leadership. • Foster relationships that create a sense of trust, belonging and purposeful endeavor are essential within the Teacher Leaders team. • Enable Teacher Leaders to better understand themselves, their motives and their thoughts and beliefs, as well as the motives, thoughts and beliefs of others, establishes a strong foundation for change. • Develop their capacity to use and analyse evidence to inform decision-making and practices underpins successful change.	Collect evidence at the beginning of year as a means to determine Teacher Leaders learning needs. Use this evidence to determine priorities for learning opportunities. Offer fortnightly meeting times, giving teacher leaders time, space and opportunity to collaborate and learn together. Determine a purposeful learning endeavour for 2016 Lead Learners and Mentors Collect and analyse evidence at the mid and end of year as a means to track their progress in leading themselves, leading others and leading learning Engage in professional learning and readings on the use of data and evidence e.g. Data wise strategies and professional learning cycles e.g. Helen Timplerley	Assistant Principal Assistant Principal Lead Learners and Mentors Assistant Principal Assistant Principal	End of Term 1, 2016 Fortnightly during 2016 End of Term 1, 2016 End of Term 2 and 3, 2016 Fortnightly during 2016	Lead Learners and Mentors indicate that their learning needs have been meet. The staff newsletter 'Fields' Folly' publishes the learning agenda for the Lead Learner and Mentor teams A shared endeavour has been developed for each Professional Learning Team and has, as its focus, a student learning outcome based on cohort data from the previous year. Our Leading Self, Others and Learning Reflection tools indicates that Lead Learner and Mentors are increasing their confidence and capacity, whilst providing evidence to support their claims. Minutes from professional learning teams include data conversations.
Enhance accountability practices that result in sustained improvement and	• Further develop staff capacity to understand better what they are wanting to achieve from their improvement goals and the type of	Use the 'Lookerafterer' group (leadership team) to work with individual staff to 'dig deeper' in identifying the needs of their students and their areas for professional growth based on evidence.	Leadership Team	End of term 1, 2016	Goal statements show increased clarity, as does, "What do you hope will be different at the end of this inquiry?"

foster personal and professional growth.	improvement they will see at the end of the process. • Achieve a better balance between performance and development when selecting goals.	Introduce, for each professional learning team, a common goal around student learning outcomes based on the needs of their cohort of students. Encourage the remaining goals to focus on developing their professional practice.	Lead Learners and their teams.	End of term 1, 2016	A shared goal has been developed for each Professional Learning Team and has, as its focus, a student learning outcome based on cohort data from the previous year.
	• Further build staff capacity to collect appropriate evidence through the strategic selection of existing tools to measure achievement.	Develop greater staff awareness of existing Department and school measurement tools in order to identify opportunities for improvement and use to provide evidence of achievement.	Leadership Team	End of term 1, 2016	Greater use of existing Department and school measurement tools has occurred and is recorded in their Performance and Development plan.
	• Develop a process by which the 'End Of Review Cycle' learnings can be shared with their colleagues.	Create a place on the school's intranet by which the learnings can be shared. Share in the staff newsletter.	Principal	End of term 2, 2016	The school's intranet now includes 'Performance and Development End Of Cycle Learnings'. The staff newsletter 'Fields' Folly' publishes some of these on a monthly basis. Staff are accessing the intranet.
	• Develop a process by which we can identify the extent by which their 'new learning' is being embedded into their practice.	Collect evidence from staff and mentors next year about the extent to which they have built upon their learning from this year.	Principal	End of 2016	Evidence from staff and mentors demonstrates that learnings from the previous year have been built upon.
Build on the current approach to resource management to benefit all members of our learning community.	• Increase transparency of the program budget process through greater involvement of co ordinators in that process.	Meet with program budget co ordinators on a monthly basis.	Principal and Business Manager	Monthly during 2016	Program budget co ordinators feel that there is greater transparency with the budget process.
	• Increase accountability of program budget co ordinators in terms of current expenditure and the development of budgets for the following year.	Monitor the spending of program budget co ordinators in terms of their budget priorities. Reflect on those priorities that have not been addressed and where they sit in terms of the following year's budget.	Business Manager and Program Budget Co ordinators	End of each term in 2016.	Program Budget Co ordinators provide reflections on, and justifications about, the progress of their budget spending. Adjustments are occurring depending on circumstances i.e student learning needs, whole school initiatives etc.
	• Develop expenditure priorities based on identified needs i.e strategic plan, new initiatives.	Continue with the same process for establishing budget needs but enhance this through prioritising these needs and allocating resources/funding accordingly.	Business Manager, including Leadership Team.	End of 2016.	Resources are being allocated on a 'differentiated basis' so that those needs identified as priorities are given highest consideration.
	• Assess the extent to which spending has benefited student learning.	Program Budget co ordinators will provide a report of their spending for the year, with reference to the impact it has had on student learning and the achievement of whole school goals, where relevant.	Program Budget Co ordinators	End of term 3, 2016	Information contained with these reports will be used to inform decision making with respect to the budget process for the following year.

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT – Excellence in Teaching and Learning

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**	
Curriculum Planning and Assessment - Planning for consistency and moderating student assessment					
To improve teacher understanding the General Capabilities in the Victorian Curriculum to support the accurate moderation of student learning.	🟩 (green)	The Mentor PLT have created a plan in light of evidence and formulated aspirations around moderation to ensure ongoing improvement to our current practice.		The mentor PLT have developed their own understanding, decision making and confidence to facilitate moderation conversations.	
	🟧 (orange)	Teams have contributed to the development of a rubric showing what student achievement looks like at each level of the Victorian Curriculum for Writing. This will be trialled as part of the semester one reporting process.		The Writing rubric developed in semester one has been amended based on the recommendations as a result of trialling it in semester one.	
	🟥 (red)	An evaluation of the Writing Rubric trial will be used to inform the development of a Number rubric.		Rubrics have been created to represent shared understandings of what student achievement looks like at each level in Number.	
	🟧 (orange)	Teachers will have a shared understanding of the Victorian Curriculum so that assessment of student learning is accurate for Writing and Number.		Teacher Judgments show a greater number of students achieving at or above the expected level in Writing and Number.	
Building practice excellence - Conceptualising professional learning as something that happens in a teacher's daily work, and not just outside of class time, resulting in a work embedded culture of professional learning and collaboration.					
To support Professional Learning Teams to implement a shared performance and development goal that is evidence based and focusses on building practice excellence.	🟩 (green)	Each team has collaborated on a team vision and mission to inform their expectations of each other.		Survey results from an internal whole school survey show the impact that the team vision and mission had on the team's collaborative culture and trust within the team.	
	🟧 (orange)	Each Professional Learning team has collaborated to develop a shared goal based on students' learning needs.		Teams and individuals have shared (PDP discussions, celebration staff meeting) evidence of the impact of their endeavours on teacher practice and student learning.	
	🟧 (orange)	Each Professional Learning Team has a clear idea of the success indicators and relevant evidence in relation to achieving their shared goal.		Survey results from planning days and internal whole school survey show growth in their knowledge, and application of, success indicators and evidence based data.	
	🟥 (red)	PLT agendas and minutes represent time allocated to the shared goal and the resources they have utilised to support their endeavours.		Survey results from an internal whole school survey show a high level of satisfaction with the Professional Learning Team meeting time and their time has had on their practice.	
	🟥 (red)	Whole school data has been collected on staffs' self-perception, using 'Our Best Practice' tool in the areas of Collaboration and Evidence Informed Practice. A plan has been created in light of this evidence and aspirations have been formulated.		Staff self-perception using 'Our Best Practice' tool shows growth in their practices in Collaboration and Evidence Informed Practice.	
	🟥 (red)	Student Learning has improved in the focus areas chosen by Professional Learning Teams.		Evidence presented, as part of the Performance and Development End of Cycle process, clearly indicates improvement in student learning in the selected team goal.	