

2016 Annual Implementation Plan: for Improving Student Outcomes

5206

Wedge Park Primary School 2016

Based on Strategic Plan [2013-2016]

Endorsements

Endorsement by School Principal	Signed..... Name: Paul Schwartz Date.....
Endorsement by School Council	Signed..... Name: Elizabeth Schneider Date.....
Endorsement by Senior Advisor	Signed..... Name: Anne Fox Date.....

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

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Initiatives Rationale:

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.

The Key Improvement Strategies identified are as follows:

1. Build and monitor a whole school approach to Professional Learning Teams
2. Build every teachers content and pedagogy knowledge and capacity through professional learning teams and professional learning
3. Build a guaranteed and viable curriculum
4. Implement a systematic approach to the use of data and evidence to inform actions.

The analysis of 2015 data is as follows:

Student Learning

At times, targets have generally been met by students in Numeracy, Reading and Writing. PLT's regularly analyse student data to inform teaching practices.

Teacher Judgement December 2015

Grade	Reading			Writing			Number		
	Below	At	Above	Below	At	Above	Below	At	Above
Prep	18.6%	66.28%	15.12%	9.3%	83.72%	6.98%	1%	86%	13%
Grade 1	12.28%	63.16%	24.57%	19.37%	71.68%	8.85%	6.14%	78.95%	14.91%
Grade 2	20.09%	50%	29.91%	29.81%	61.54%	8.65%	6.14%	78.95%	14.91%
Grade 3	24.65%	55.45%	19.8%	46.53%	47.55%	5.94%	28.85%	60.58%	10.58%
Grade 4	26.19%	54.76%	19.05%	36.14%	49.4%	14.45%	22.89%	57.83%	19.28%
Grade 5	42.86%	30.61%	26.53%	54.25%	38.3%	7.44%	31.96%	56.7%	11.34%
Grade 6	28.84%	51.92%	19.23%	34.61%	50.96%	14.42%	24.77%	60.95%	14.29%

Fountas & Pinnall

Grade	Expected Outcome	Below	At	Above
Prep	5	6.93	90.1	2.97
Grade 1	15	3.48	76.52	20
Grade 2	22	18.87	61.32	19.81
Grade 3	P	27.18	40.78	32.04
Grade 4	S	35	51.25	13.75
Grade 5	V	48.98	42.86	8.16
Grade 6	Y	55.88	23.53	20.59

NAPLAN

Based on 2015 NAPLAN growth for Grade 3- Grade 5

Test	Low	Medium	High
Grammar & Punctuation	26.3%	56.3%	17.5%
Reading	37.2%	50%	12.8%
Spelling	23.8%	60%	16.3%
Writing	33.3%	51.3%	15.4%
Numeracy	26.8%	59.2%	14.1%

Based on 2015 Mean scores for students in Grade 3 & Grade 5

Test	Grade 3			Grade 5		
	State Mean	School Mean	Difference	State Mean	School Mean	Difference
Grammar & Punctuation	444	375	-69	511	466	-45
Reading	441	399	-42	510	466	-44
Spelling	420	379	-41	505	464	-41
Writing	432	384	-48	491	447	-44
Numeracy	411	373	-38	504	461	-43

Student Engagement and Wellbeing

The following areas were below state mean in the 2015 **Attitude to School** Survey results:

Area	WPPS Grade 5	State Mean	WPPS Grade 6	State Mean
Classroom Behaviour	2.50	3.33	2.24	3.45
Connectedness to Peers	4.27	4.31	4.01	4.35
Student Safety	4.19	4.34	3.99	4.42
Student Distress	5.41	5.88	5.40	6.01
Student Morale	5.58	5.72	5.17	5.76
Learning Confidence	3.99	4.11	3.93	4.18
School Connectedness	4.31	4.39	4.18	4.39
Stimulating Learning	4.18	4.18	3.65	4.11
Student Motivation	4.55	4.56	4.66	4.59
Teacher Effectiveness	4.50	4.45	4.14	4.40
Teacher Empathy	4.41	4.46	4.13	4.42

• The following areas were well below state mean in the 2015 **Parent Opinion** Survey results:

- School improvement
- Approachability
- Teacher morale
- Parent input
- stimulating learning
- Behaviour management
- Reporting
- Learning focus
- Transitions
- Extra-curricular
- Homework
- Student safety
- Classroom behaviour
- Connectedness to peers
- Student motivation
- Social skills
- School connectedness

- Average number of student absences in 2014 was well above the state mean

Grade	School	State
Prep	16.24	14.71
Grade 1	15.83	14.53
Grade 2	16.83	13.99
Grade 3	16.41	13.91
Grade 4	15.89	13.86
Grade 5	17.50	14.24
Grade 6	14.42	14.69
Prep – Grade 6	16.18	14.28

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
<p><u>Excellence in teaching and Learning:</u> Building Practice Excellence</p>	<ul style="list-style-type: none"> • Build the instructional practice of every teacher • Build and monitor a whole school approach to PLT's
<p><u>Excellence in teaching and Learning:</u> Curriculum Planning & Assessment</p>	<ul style="list-style-type: none"> • Build a guaranteed and viable curriculum • Build the capacity of teachers to analyse and use data and monitor student growth.
<p><u>Positive Climate for Learning</u> Empowering students and building school pride</p>	<ul style="list-style-type: none"> • Implement and embed a consistent whole school approach in School Wide Positive Behaviour

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																									
Goals	To improve the learning growth in literacy and numeracy for every student.																																								
Targets	<ul style="list-style-type: none"> A target to be developed using teacher assessment against AusVELs, around the percentage of students at the expected level and the working above the expected level. NAPLAN Bands 4-Year 3, Band 6-Year 5; a percentage of students performing at or above. (10 to 15 'A' students). Staff Opinion Survey – Teaching and Learning variables to increase to approximate state mean. (Student Motivation, Respect for Students and Quality Teaching). Writing to be at state mean in English on Line, NAPLAN and Teacher Judgements. Speaking and Listening to be at state mean in English on Line, NAPLAN and Teacher Judgements. 																																								
12 month targets	<p>TIER ONE (e.g. standardised testing)</p> <ul style="list-style-type: none"> NAPLAN – relative Growth data will indicate a minimum of: <ul style="list-style-type: none"> 90 % achieving medium or high growth in Reading. 85 % achieving medium or high growth in Writing 75 % achieving medium or high growth in Mathematics <p>TIER TWO (e.g. standardised testing selected by WPPs staff)</p> <ul style="list-style-type: none"> PAT-Spelling test to show at least a year’s growth in the Spelling age (using SPA Standard) PAT-R and PAT-Math Plus to show at least a year’s growth (using SPA Standard) 90% of all students demonstrate individual growth of at least 1.0 AusVELS / Victorian Curriculum in the teacher assessed Mathematics and English domains <p>TIER THREE (school based assessment – pre & post testing, rubrics etc)</p> <ul style="list-style-type: none"> Ongoing targets set for key Mathematical areas achieving an effect size of 0.9 <ul style="list-style-type: none"> Diagnostic testing will be used for every major unit of work in Mathematics (a major unit of work consists of at least 10 lessons which includes a pre and post test) ZPD charts will be used to guide differentiation within a class (ZPD graphs used by all classroom teachers) An effect size of 0.9 for individual students, classes and cohorts will be considered successful. Ongoing targets set for key Writing text types achieving an effect size of 0.9 <ul style="list-style-type: none"> Rubrics will be collaboratively developed by teams Work samples will be evaluated as pre and post tests and recorded ZPD charts will be used to guide differentiation within a class (ZPD graphs used by all classroom teachers) An effect size of at least 0.8 for individual students, classes and cohorts will be considered successful. Ongoing targets set for Reading based on Fountas & Pinnell Benchmarking Assessment <ul style="list-style-type: none"> Six month growth targets Individual student growth over 12 months will be measured using F & P Benchmarking <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th>Expected text entry</th> <th>Minimum expected 6 month growth</th> <th>Minimum expected 12 month growth</th> <th>Minimum text level growth Target</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>A</td> <td>B</td> <td>D</td> <td>4 text levels</td> </tr> <tr> <td>Grade 1</td> <td>E</td> <td>F</td> <td>J</td> <td>6 text levels</td> </tr> <tr> <td>Grade 2</td> <td>K</td> <td>K-L</td> <td>M</td> <td>3 text levels</td> </tr> <tr> <td>Grade 3</td> <td>N</td> <td>N-O</td> <td>P</td> <td>3 text levels</td> </tr> <tr> <td>Grade 4</td> <td>Q</td> <td>Q-R</td> <td>S</td> <td>3 text levels</td> </tr> <tr> <td>Grade 5</td> <td>T</td> <td>T-U</td> <td>V</td> <td>3 text levels</td> </tr> <tr> <td>Grade 6</td> <td>W</td> <td>W-X</td> <td>Y</td> <td>2 text levels</td> </tr> </tbody> </table>		Expected text entry	Minimum expected 6 month growth	Minimum expected 12 month growth	Minimum text level growth Target	Prep	A	B	D	4 text levels	Grade 1	E	F	J	6 text levels	Grade 2	K	K-L	M	3 text levels	Grade 3	N	N-O	P	3 text levels	Grade 4	Q	Q-R	S	3 text levels	Grade 5	T	T-U	V	3 text levels	Grade 6	W	W-X	Y	2 text levels
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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 and monitor a whole school approach to PLT's	Ensure the WPPS instructional model is being used in every classroom every day.	<ul style="list-style-type: none"> Embed instructional model in all school planning documents Ensure all staff are familiar with, and use the WPPS instructional model 	Principal class TLC's PLT Leaders	Term 1	WPPS instructional model being used by every teacher at WPPS
	Focus on Tier 3 data to inform teaching practices	<ul style="list-style-type: none"> Assessment schedule clearly documents Tier 3 assessment requirements Leadership team regularly analyses Tier 3 data. 	Leadership Team	Throughout the year In-depth analysis by Leadership team each term.	Tier 3 data is identified and used to inform teaching.
	PLT's to focus on cohort data to develop team goals	<ul style="list-style-type: none"> PLT's analyse assessment data and identify at least two team goals. 	PLT leaders	Mid Term 1	PLT's use cohort data to inform team planning including teaching interventions.
	PLT focus on students in English and Mathematics to ensure at least 1 years' growth	<ul style="list-style-type: none"> All members of the leadership team are familiar with DuFours model through professional discussions during leadership meetings Team leaders to lead PLT discussion about student learning using the DuFours model 	Leadership Team	Ongoing	Students in English and Mathematics have demonstrated 12 months growth in 12 months.
	Continue with increasing the leadership team's capacity to interpret and use a wide range of data.	<ul style="list-style-type: none"> Leadership team will be supported with their use of SPA and ZPD charts through regular and targeted Professional Learning in Leadership meetings SRP has allocation for SPA 	Leadership Team	Ongoing	Leadership team have undertaken Professional Learning in data literacy
	Introduce data literacy professional development to all staff	<ul style="list-style-type: none"> Staff meetings are used to develop data literacy skills of all staff particularly in relation to SPA 	Leadership	Ongoing	Staff have begun PD on data literacy
	Interventions programs to be underway in 2016	<ul style="list-style-type: none"> F&P intervention to support the outcomes of students in Literacy to be implemented by 3 x full time staff 	Principal Class TLC's	Term 1	Students involved in the intervention to have achieved the expected growth targets set out for them.
	Ensure that all school curriculum and assessment documents align	<ul style="list-style-type: none"> Whole school documents for what needs to be taught and aligned with the assessment schedule. 	Principal class TLC's PLT Leaders	Prior to the commencement of Term 1	All School Curriculum and assessment documents align.
	Leadership Team use DuFours model of: <ul style="list-style-type: none"> What do we want our students to learn? How do we know each student has learnt? How do we respond when students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency? 	<ul style="list-style-type: none"> All members of the leadership team are familiar with DuFours model through professional discussions during leadership meetings Team leaders to lead PLT discussion about student learning using the DuFours model 	Leadership Team All staff	Term 1	All PLT's are using the DuFour's model to guide the discussions concerning student learning and outcomes.
	Embed assessment cycle across school	<ul style="list-style-type: none"> An assessment cycle is developed for use by all staff, in all year levels across Literacy and Numeracy 	Principal class team TLC's	Prior to start of Term 1	Assessment cycle is embedded
	Resources are targeted to ensure assessment tools and analysis is viable.	<ul style="list-style-type: none"> Resources are budgeted for in the SRP including: <ul style="list-style-type: none"> SPA 	Principal	2016 SRP budget development	Assessment procedures are well-resourced.

		<ul style="list-style-type: none"> ○ PAT assessments 			
	Learning walks are conducted termly with a focus on the Professional Development Plan	<ul style="list-style-type: none"> • All staff take part in learning walks and receive feedback based on these walks • Learning walks will take place during the leadership meeting. 	Principal team TLC PLT leaders	Learning Walks take place every term	Learning walks focus on PD plan and provide effective and timely feedback to staff.
	Professional Learning for PLT leaders	<ul style="list-style-type: none"> • All PLT leaders to participate in Hawker Brownlow Professional Learning for PLT leaders 	Principal team TLC PLT leaders	End of Term 1	All PLT leaders will be using the new skills and knowledge they have learnt from the program to enhance the work of their PLT.
Build the instructional practice of every teacher	Align professional development to Marzano's Classroom Instruction that Works	<ul style="list-style-type: none"> • Professional Development Plan is developed which outlines PD throughout 2016. • PD plan has visible learning PD each term 	Leadership team	Each term	Staff participate in PD focusing on Visible Learning
	Continue to develop and implement Classroom Walks	<ul style="list-style-type: none"> • Leadership team conduct Classroom Walks 	Leadership team	Each term	Staff implements teaching approaches as identified through WPPS Instructional Model and Marzano Effective Teaching Strategies.
	Continue coaching for teachers through school-based coaching.	<ul style="list-style-type: none"> • SRP has allocation for 5 x Leading Teacher 	TLC	ongoing	All teachers are involved with school-based coaching and receive regular feedback regarding their instructional practices.
	Staff meetings and PLT foci are aligned with whole school professional learning.	<ul style="list-style-type: none"> • Professional Development plan is completed and shows alignment between AIP, Staff meetings and PLT meetings. 	Principal Class	Prior to start of 2016	Staff meetings and PLT foci are aligned with whole school professional learning.
	Curriculum Days focus on effective teaching practices.	<ul style="list-style-type: none"> • Curriculum Days are identified and sent to School Council • Curriculum Days are allocated through state budget 	All staff	TBA	Curriculum Days focus on effective teaching practices.
	Continue to develop WPPS curriculum documentation that identifies the Essential Learnings for all year levels in all curriculum areas.	<ul style="list-style-type: none"> • Leadership team leading staff in the development of WPPS curriculum documentation 	Leadership Team	ongoing	All staff using the WPPS curriculum documents
	Continue to consolidate and develop high level skills in all staff regarding the interpretation and analysis of data.	<ul style="list-style-type: none"> • School based coaches and Principal Class to conduct staff professional development in the interpretation and analysis of data 	TLC PLT Leaders Principal Class	At least one staff meeting per term	Staff are confident when interpreting and analysing student data.
	Implement learning portfolios	<ul style="list-style-type: none"> • All students to have a portfolio to show their learning throughout the year 	TLC PLT Leaders Principal Class	Term 4 2016	Learning Portfolios have been introduced across the school.
	Trial structure to build teacher capacity in developing 21st Century Skills (collaboration, creativity, critical thinking, information technology.)	<ul style="list-style-type: none"> • Leadership meetings are allocated to introduce 21st Century Skills to team leaders • PLT meetings are allocated to introduce 21st Century Skills to all staff. 	Leadership Team All staff	Term 1	Lead users are collaborating to determine best strategies to incorporate 21st Century skills, and are supporting teams in the use of relevant tools.
	Develop a 'taking action' component in the Integrated Units that are used across the school.	<ul style="list-style-type: none"> • 'Taking Action' component is introduced to staff at PLT's as part of their planning documents. 	Team Leaders All staff	Term 1 and all planning days	All Integrated Units incorporate a 'taking action' component at the conclusion of a unit that focusses on connecting with the community.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve student engagement and wellbeing by developing confident, motivated and independent learners who taking responsibility for their learning.	Targets	<ul style="list-style-type: none"> Attitudes to School Survey – Teacher Effectiveness measures from 4.05 to 4.26 (Year 5) and from 4.45 to 4.62 (Year 6) To set a target around state mean for student absences (13.9 days) specifically with Prep and Grade 6. 100 percent of students to reach goals for personal learning. Downward trend of inappropriate student behaviours in the classroom and out in the yard. 		
Goals		12 month targets	<p>Attendance Student attendance to increase from 90% to 94% Student absences to decrease from 16.18 to 14 days per student</p> <p>Attitudes to school To increase Learning Confidence 3.90 to 4.05 To increase Stimulating Learning 3.75 to 3.95 To increase School Connectedness 4.11 to 4.20</p> <p>Parent Opinion Survey To increase Connectedness to Peers 5.55 to 5.75 To increase Student Motivation 5.15 to 5.40 To increase Social Skills 5.30 to 5.60</p> <p>Staff opinion Survey To increase Collective Efficacy 60.99 to 75.00 To increase Academic Emphasis 59.74 to 70.00 To increase Guaranteed and viable curriculum 63.23 to 75.00</p>		
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 a guaranteed and viable curriculum	Review the whole school's curriculum in literacy and numeracy across the school. Embed quality pedagogy and practice.	<ul style="list-style-type: none"> Time is allocated in staff meetings and PLT's to enable staff to review quality pedagogy and practice. 	Principal Class	Term 1 and ongoing	Essential Learnings in Literacy and Numeracy are identified and documented Explicit vocabulary is taught in every lesson across the school. ICT is used effectively to support classroom programs.
	Build the investigations curriculum P-6 to reflect with Victorian Curriculum	<ul style="list-style-type: none"> Time is allocated in staff meetings and PLT's to enable staff to review investigations curriculum so that it reflects the Victorian Curriculum 	Principal Class	Term 1 and ongoing	The school's investigations curriculum P-6 reflects Victorian Curriculum
	Develop and implement whole school curriculum documentation, which includes yearly overview, term and weekly planners	<ul style="list-style-type: none"> TLC to work with PLT leaders to lead and build the practice of all teachers 	Whole School	Ongoing	Consistent use of documentation for planning across the school. Documentation reviewed by leadership on a regular basis
	Review and implement the 'Common Practice' document for Literacy and Numeracy	<ul style="list-style-type: none"> TLC to work with all staff to ensure the 'Common Practice' document is implemented consistently in every classroom. 	TLC	Ongoing	Documented 'Common Practices' refined and developed and used as a basis for coaching, planning and classroom observations

	Develop and implement a School Instructional model. Building on the existing expectations of; Gradual Release of Responsibility, Learning Intentions and Feedback.	<ul style="list-style-type: none"> TLC to work with PLT leaders to lead and build the practice of all teachers 	TLC PLT leaders Principal Class	Ongoing	Documented whole school instructional model with agreed instructional practice.
	Leadership and Peer observations are implemented consistently	<ul style="list-style-type: none"> Will be part of the leadership meeting agenda Feedback given to teams Budgeted for in the SRP 	TLC PLT leaders Principal Class All teaching staff	Ongoing	Each teacher is expected to take part in peer observations and gives and receives feedback on implementation on instructional model
Build the capacity of teachers to analyse and use data and monitor student growth.	Establish a whole school approach to data collection and analysis of data.	<ul style="list-style-type: none"> Purchase SPA platform for a place for teachers to analyse student learning Continue to purchase SENTRAL as a data base for reporting and assessment Professional Development for PLT leaders and staff to ensure the consistency of staff to use data to inform teaching. 	TLC PLT leaders Principal Class All teaching staff	Ongoing	All PLTs are using SPA and SENTRAL as a place to collect and
	Review and Refine the existing school assessment schedule to ensure a balance between summative and formative assessment	<ul style="list-style-type: none"> Teaching and Learning coaches to work with Leadership team and consultants to establish a clear and consistent assessment schedule. Allocate time during leadership meetings to reflect regularly on the assessment schedule. 	TLC PLT leaders Principal Class All teaching staff	Ongoing	Assessment schedule is revised, developed and implemented at a whole school level. The assessment schedule links closely with the meeting schedule to ensure consistent use of students data is used to inform teaching and learning,
	PLT's commence the focus on the cycle of assessment <ul style="list-style-type: none"> Pre Assessment Data Analysis Planning Instruction Post Assessment Reflection 	<ul style="list-style-type: none"> PLT leaders to be given Professional Learning opportunities to build their capacity in leading teams to lead their team through the process. All PLT teams will have at least 2 hours per week of time together to focus on student learning 	TLC PLT leaders Principal Class All teaching staff Consultant	Ongoing	Consultants & TLC lead the professional learning for all teaching staff regarding the analysis and triangulation of data to inform planning and monitoring student growth
	PLT's develop their skills in moderation of common assessment tasks	<ul style="list-style-type: none"> All PLT teams will have at least 2 hours per week of time together to focus on student learning Consultant to be employed to work with teams to ensure a consistent approach to moderation Documents created to assist teachers with completing moderation tasks. 	TLC PLT leaders Principal Class All teaching staff Consultant	Ongoing	Consultants & TLC lead the professional learning for all teaching staff regarding the moderation. Documents produced to ensure a consistency for teachers for making accurate assessments
	Implement PAT testing every six months as a basis for benchmarking in Grade 1-6	<ul style="list-style-type: none"> TLC to ensure that PAT assessments are implemented Time given to PLT's to analyse data SRP to fund the purchase of the 12 months licence to ACER 	TLC PLT leaders Principal Class	Ongoing	Results from PAT testing, English and Maths online, F&P recorded on SPA and used to inform planning and track students' progress.

	Implement Fountas and Pinnell benchmarking P-6 with the support of a consultant	<ul style="list-style-type: none"> • Curriculum Day 11th March-- Whole staff PD in F&P implementation. • Purchase extra benchmarking kits • Consultant to work with staff for implementation purposes 	Consultant TLC	Ongoing	Leadership team each term reviews benchmark data and student growth and identifies areas of concern
	Implement Fountas & Pinnell Intervention P-6 (LLI)	<ul style="list-style-type: none"> • Teaching & Learning Coach - Teacher (intervention and supported learning) with Equity funding • Create whole school intervention plan 	TLC Consultant	Ongoing	Implementation plan developed for Literacy Intervention in 2016

Annual Implementation Plan: for Improving Student Outcomes





WELLBEING					
Goals	To establish a safe, calm and orderly learning environment.	Targets	<ul style="list-style-type: none"> Attitudes to School Survey – Teacher Effectiveness measures from 4.05 to 4.26 (Year 5) and from 4.45 to 4.62 (Year 6) To set a target around state mean for student absences (13.9 days) specifically with Prep and Grade 6. 100 percent of students to reach goals for personal learning. Downward trend of inappropriate student behaviours in the classroom and out in the yard. 		
		12 month targets	<p>Attendance Student attendance to increase from 90% to 94% Student absences to decrease from 16.18 to 14 days per student</p> <p>Student Attitudes Survey To increase Student Distress 5.33 to 5.60 To increase Student Morale 5.27 to 5.60 To increase Classroom Behaviour 2.58 to 3.00 To increase Safety 3.95 to 4.10</p> <p>Parent Opinion Survey To increase Student Safety 5.07 to 5.25 To increase Classroom Behaviour 3.72 to 4.00 To increase Transitions 5.29 to 5.78</p> <p>Staff Opinion Survey To increase Parent and community involvement 65.25 to 74.00 To increase Shielding and Buffering 63.63 to 70.00 To increase Trust in Students and Parents 62.68 to 75.00</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Implement and embed a consistent whole school approach in School Wide Positive Behaviour	Establish a school wide positive behaviour leader and representative team.	<ul style="list-style-type: none"> Jennifer Stevenson to lead the implementation of the program School Improvement Team to be formed with representatives for each year level and possibly ES staff Funds allocated from SRP for professional development 	Principal Class SIT - SWPB	Term 1 & Ongoing	SWPB team meets monthly to discuss progress Agreed behaviours of a successful learner established at Wedge Park Primary School
	Establish clear and high expectations of all students through SWPBS processes and structures.	<ul style="list-style-type: none"> Designated team and scheduled meeting time through the term meeting schedule 	Principal Class SIT - SWPB	Ongoing	School motto branded in all aspects of the school operations and dialogue with staff, parents and students Documented expectations for the classroom environment, with particular emphasis on consistent classroom supports and routines that support independence in student learning
	Use SENTRAL as a means for monitoring student attendance and behaviour	<ul style="list-style-type: none"> Professional Learning for all staff and how to enter in data into central regarding student behaviour All staff to be given a school iPad to use to be able to enter data more efficiently 	TLC	Term 1	All staff are entering student behaviour onto SENTRAL whether it be positive or negative. TLC & PLT to monitor students in their year level and do the appropriate follow ups.
	Regional coach to model and mentor SWPB leaders	<ul style="list-style-type: none"> Liaison with Karen Marsh- SWVR project officer Professional Learning for all staff 	Principal Class TLC PLT All staff	Ongoing	All leaders have a clear understand of the SWPB program and are supporting each other in the implementation of the program.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for students.	Targets	Finance <ul style="list-style-type: none"> Yearly expenditure to remain within the SRP and Program Budget. Program budgets demonstrate equitable and strategic allocation. Student achievement data indicates effective allocation of resources and expenditure. 3 yearly financial audits demonstrate government and legislative compliance. Targeted funds within the SRP are linked to the AIP and Strategic Plan. Resources are allocated yearly for external consultancy in Literacy and Numeracy . School maintenance allocation is expended in line with Condition Assessment Report priorities 		
		12 month targets	Staff Opinion Survey To increase <i>Collective Participation</i> 64.20 to 70.00 To increase <i>Renewal of Knowledge and Skills</i> 73.67 to 80.00 To increase <i>Feedback</i> 58.86 to 68.00 Parent Opinion Survey To increase <i>School Improvement</i> 5.05 to 5.40 To increase <i>General Satisfaction</i> 5.21 to 5.60		
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
Ensure that the strategic Plan and AIP is strategically resourced and actively monitored.	Through the SRP and with effective program budgeting processes, provide professional learning opportunities and partnerships that build on the capacity of the School Leadership Team. (Principal class, Leading Teachers and PLT Leaders)	<ul style="list-style-type: none"> PL with Hawker Brownlow (Colin Sloper) for all PLT leaders (\$20,000) Continued work with educational consultants (\$50,000) Time allocated in the meeting schedule for regular meetings with a focus on improving student learning outcomes Professional reading material supplied to staff (\$5000) 	TLC PLT leaders Principal Class All teaching staff Consultant	Ongoing	Staff to have increased their capacity to improve teaching and learning for all students PLT's to be focussing on improving student learning outcomes with support from a variety of resources
	Through available SRP funding build alignment and consistency across the school with targeted professional learning and coaching	<ul style="list-style-type: none"> PL budgeted and regional training opportunities for leadership and whole school professional learning including: (\$30,000) PC - Principal forums TLC - High Reliability Schools - Effective Coaching PLT leaders -Data -Partnerships with Taylor's Hill <ul style="list-style-type: none"> Whole school PI in preference to individual PL including- Data analysis, Fountas & Pinnell Instructional Practice- Literacy Leslie Tulloch (\$20,000) 	TLC PLT leaders Principal Class All teaching staff Consultant	Ongoing	Staff to be involved in a variety of professional learning opportunities and implement these practises into their everyday teaching.

	Ensure that the SRP budget allocation is used so that all school programs can operate successfully with a particular focus on Literacy and Numeracy.	<ul style="list-style-type: none"> All school programs to be have a workable budget allocation through the SRP. 	Principal	Indicative Budget and Substantive Budget	Literacy and Numeracy programs and well-resourced.
	Coaching and Professional Learning are fully resourced through the SRP and programs are aligned across the school.	<ul style="list-style-type: none"> SRP has allocation in PD budget and staffing profile to enable School-based coaching and ongoing Professional development. 	Principal	Indicative Budget and Substantive Budget	Coaching has continued and Professional Learning programs reflect the 2016 AIP
	Implement Fountas & Pinnell Intervention P-6 (LLI) and Benchmarking across the school	<ul style="list-style-type: none"> Teaching & Learning Coach - Teacher (intervention and supported learning) with Equity funding (\$100,000) 2 x EFT intervention staff (\$200,000) Create whole school intervention plan Resources (\$35,000) 	TLC Consultant	Ongoing	Implementation plan developed for Literacy Intervention in 2016
	Establish a school wide positive behaviour leader and representative team. Implementation of the program	<ul style="list-style-type: none"> Jennifer Stevenson to lead the implementation of the program School Improvement Team to be formed with representatives for each year level and possibly ES staff Liaise with a consultant (\$10,000) Funds allocated from SRP for professional development (\$5,000) 	Principal Class SIT - SWPB	Term 1 & Ongoing	SWPB team meets monthly to discuss progress Agreed behaviours of a successful learner established at Wedge Park Primary School

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	