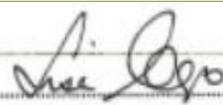# 2016 Annual Implementation Plan: for Improving Student Outcomes

[3423]

Exford Primary School 2016

Based on Strategic Plan [2013-2016]

Endorsements

Endorsement by School Principal	Signed............................. Name Lisa Campo Date December 2015
Endorsement by School Council	Signed............................. Name Bonnie Lang Date December 2015
Endorsement by Senior Advisor	Signed............................. Name Anne Fox Date December 2015

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.

2016 will be the final year of our School Strategic Plan, 2013-2016 and the work of our Professional Learning Teams has become an even stronger focus during the course of the SSP.

In 2015 Exford PS has been focused on the work of DuFours – *'Learning By Doing',* strongly influencing the work of our PLTS. During 2016, we shall include a professional reading diet of Marzano's *'High Reliability Schools Framework'* and Hattie's *'Visible Learning'*. During 2015, our Professional Learning Teams focused on effective teaching in every classroom and on embedding our Guaranteed and Viable Curriculum.

In 2016 these priorities will continue to be the relentless focus of our Professional Learning Teams' work:
- Building the capacity of all staff
- Providing meaningful and direct feedback
- Promoting excellence in learning
- School Wide Positive Behaviour
- Continuing to develop the capacity and focus of our middle level leadership (our Professional Learning Team and Key Learning Area Leaders)
- Continuing to strengthen our PLTs' capacity to collect, analyse and interpret data for targeted teaching

The 2015 data from the Parent Opinion Survey shows decreases in a number of areas, with all areas remaining at 5 or above. We identify a decrease in the connectedness of our community, given the rapid growth and change in our community dynamic and involvement levels and addressing how to increase community connectedness will be a focus.

Data from the Staff Opinion Survey showed some difference in results when ES staff are included (higher scores when it is Teacher / Principal class data only) and addressing ES involvement will also be considered. Teacher / Principal class data measures are at or above state scores across most measures. We remain focused on embedding Collective Efficacy, Collective Responsibility, Collective Focus On Student Learning and Guaranteed and Viable Curriculum and Academic Emphasis as key areas of the work of our Professional Learning Teams.

The Attitudes to School Survey shows interesting results with Student Safety, Classroom Behaviour, Learning Confidence and Connectedness to Peers all continuing to decline. The HRS surveys will be key to finding out the reasons behind this data. In introducing a program of the calibre of *'Kids Matters'* or *'School Wide Positive Behaviours'*, we aim to build connectedness within our student groups, also affected by our rapid increase in size (quadrupling in size from 2012).

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	- Ensure consistency of our EPS Instructional Model in every classroom. - Build the capacity and content knowledge of all staff and build a culture of collaboration - Develop scheduled opportunities for meaningful and direct feedback - Targeted professional learning in the context of our 2 hours of PLT Meeting time per week and our additional 1 hour of PLC time – - DuFours – *'Learning By Doing'* - Marzano - *'High Reliability Schools'* - Hattie – *'Visible Learning'* - What is good teaching? – Every child, every lesson, every day – differentiating using evidence based, high impact teaching strategies
Strengthening the capacity of our PLT Leaders and Teams	- Strategic use of our Leading Teacher – Educational Leader and our PLT Leaders to drive our PLT work - Continued focus on HRS research and professional readings 2016 – year of School Review – reflect on our growth in practices and future direction of our new School Strategic Plan.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT			

Goals	1. To improve student outcomes in Literacy and Numeracy.
	
	2. To stimulate higher order thinking in support of improved student learning outcomes across the curriculum, but particularly in Mathematics and Science.
		Targets (From SSP)	• Aggregated Prep to Year 6 data demonstrate 30% of students achieve an A or B assessment in Reading, Writing, Speaking and Listening, Number, Measurement, Chance and Data and Working Mathematically (Years 3-6) by 2016.
			• 90% of all students demonstrate individual growth of 1.O VELS (2.0 AusVELS) levels over Years 2 to 4 and 4 to 6 in the teacher assessed Mathematics and English domains.
			• Student Attitudes to School Survey data for *Learning Confidence* to demonstrate improvement to a mean of 4.2 by 2016.
			• Staff Opinion Survey data to show improvement in these areas:
			   o *Curriculum Processes* to demonstrate improvement to a mean of 82 by 2016
			   o *Teacher Confidence* to increase to a mean of 88 by 2016
			   o *Quality Teaching* to increase to a mean of 85 by 2016

12 month targets

<u>TIER ONE</u> (e.g. standardised testing)

NAPLAN – relative Growth data will indicate a minimum of:
- o 90 % achieving medium or high growth in Reading.
- o 85 % achieving medium or high growth in Writing.
- o 75 % achieving medium or high growth in Mathematics

Students	Targets
Year 3	• At least 80 % of Year 3 students to be in the top three NAPLAN bands across all indicators.
Year 5	• At least 70 % of Year 5 students to be in the top three NAPLAN bands across all indicators.

<u>TIER TWO</u> (e.g. standardised testing selected by EPS)

Single word spelling test to show at least a year's growth in the Spelling age.

PAT R and PAT Maths Plus to show at least a year's growth (using SPA Standard analysis tools.

• 90% of all students demonstrate individual growth of 1.O AusVELS / Victorian Curriculum in the teacher assessed Mathematics and English domains

<u>TIER THREE</u> (school / class / team based assessment – pre & post testing, rubrics etc)

Ongoing targets set for key Mathematical areas achieving an effect size of 0.9
- o 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
- o Guttmann charts will be used to guide differentiation within a class (SPA Markbook ZPD graphs used by all classroom teachers)
- o 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
- o Rubrics will be collaboratively developed by teams
- o Work samples will evaluated as pre and posts tests and recorded in SPA Markbook
- o Guttmann charts will be used to guide differentiation within a class (SPA Markbook ZPD graphs used by all classroom teachers)
- o An effect size of at least 0.9 for individual students, classes and cohorts will be considered successful.

Ongoing targets set for Reading based on Fountas & Pinnell Benchmarking Assessment
- o Six month growth targets
- o Individual student growth over 12 months will be measured using F & P Benchmarking

	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
Year 1	E	F	J	6 text levels
Year 2	K	K-L	M	3 text levels
Year 3	N	N-O	P	3 text levels
Year 4	Q	Q-R	S	3 text levels
Year 5	T	T-U	V	3 text levels
Year 6	W	W-X	Y	2 text levels

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

Continue to build the capacity of our PLT Leaders	• 2015 PL Day in preparation for 2016
	   o Data literacy and facilitating data discussions
	   o Human and instructional leadership
	• Weekly PLT Leaders meeting
	• Professional reading and dialogue together
	   o 2016 text – Marzano *'High Reliability Schools'*
	• PLT Leaders and Leadership Team use DuFours questions as the basis of our work:
	  1. What knowledge and skills should every student acquire as a result of this unit of instruction?
	  2. How will we know when each student has acquired the essential knowledge and skills?
	  3. How will we respond when some students do not learn?
	  4. How will we extend and enrich the learning for students who are already proficient?
		• Selection of key PLT Leaders for 2016 (remuneration)
		• Provision for 2016 PLT Leaders day (Nov 2015 & time in 2016)
		• Provision for PLT Leaders Meeting (time allocation) to continue throughout 2016
		• Provision for PLT Leader collegiate visits
			PCO Class – Lisa Campo & Adam Bright
			
			LT-EL – David King
				Ongoing throughout 2016	• PLT Leader behaviour – facilitating data analysis conversations, use of PLT agenda, assessment schedule
					   o Functionality and performance of the team
					• Staff Opinion Survey –
					   o Collective Efficacy to be at 85
					   o Teacher Collabouration to be at 79
					   o Collective Focus on Student Learning to be at 90
					• Marzano – Safe and Collaborative Culture surveys to be carried out as baseline data

Embedding the work of our Professional Learning Teams	• Ensure all PLTs and teachers follow the teaching cycle of assess – analyse – teach – reflect
	• Focus on Tier 3 data to inform teaching practices
	   o Data literacy
	• All PLTs to develop action plans based on cohort data
	• Continue to revise and align our current curriculum documentation into Essential Learnings and implement Victorian Curriculum
	   o Revise Scope and Sequence
	   o Revise Assessment schedule
		• Leading Teacher-Educational Leader released 100 % to coach PLT Leaders and Teams
		   o Attends all PLT Meetings (continuity and consistency)
		• 2 hours of PLT Meeting time dedicated and shielded through our timetable (1 hour during the day and 1 hour after school
		• Each team is released for a planning day per term (including an additional day in Term 4 for 2016 Teams preparation
		• Each teacher has been given an iPad for their assessment use and have a licence for SPA Markbook
			PCO class
			
			LT-EL
			
			   PLT Leaders -:
			
			Prep – Tracy Pengelly
			Year 1 – Karen Ambrose
			Year 2 – Nathan Jenner
			Year 3-4 – Katherine Anderson
			Year 5-6 – Jaclyn Littlewood
			Specialists – Kylie Collison
				Ongoing throughout 2016	• Team / Cohort Action Plans developed
					• Teachers' documentation reflects the work of the team (Guaranteed and Viable Curriculum)
					• Teachers collaborative develop assessment tasks and proficiency scales for each Essential Learning
					• All teachers use SPA Platform to record outcomes of standardised and collaboratively developed assessment
					• Each PLT focused on achieving 0.9 Effect size across all learning areas

Continue to grow the instructional practice of every teacher.	• PLC meetings with a focus on Essential Learning, Differentiated Instruction, Feedback and Vocabulary
	• Collegiate visits and Learning Walks
	• PLT Action Plans to involve professional reading and dialogue
	   o Dufours – *'Learning By Doing'*
	   o Marzano – *'High Reliability Schools'*
	   o Hattie – *'Visible Learning'*
	• Explore PL opportunities including:
	   o Marzano model of Instructional Rounds
	   o Japanese Lesson Study model
	• Teacher PDP plans linked to improving their instructional practice
	• Focus on embedding Higher Order Thinking across all curriculum areas
	• Provide release time for teaching teams – support collegiate visits
	• Learning Walks (Leadership) and Classroom Visits (Leadership and collegiate) to continue as part of our practice
	   o Provision of timely and specific feedback
		Provision for:
		
		• Team release hour per team per week for collegiate visits
		• Learning Walks once per term (Leadership Team)
		• Coaching – Leading Teacher
		• Weekly PLC and 2 x weekly PLT meetings
		
		• Key Learning Area Leadership (remunerated) - Mathematics, English, Science, eLearning and the Arts
		• Technology – Apple TV, iPad and laptops provided
		• Re-imagining our Library / eLearning space and how it will be used
			PCO class
			
			LT-EL
			
			PLT Leaders
				Ongoing throughout 2016	• Teacher PDPs reflect own growth
					• Feedback from Collegiate and Leadership Learning Walks
					• Coaching documentation
					
					Growth in teacher practice supported by survey data:
					
					• Student Attitudes to School Survey data
					   o *Learning Confidence* to demonstrate improvement to a mean of 4.18
					   o *Stimulating Learning* to demonstrate improvement to a mean of 4.20
					   o *Student Motivation* to demonstrate improvement to a mean of 4.65
					   o *Teacher Effectiveness* to demonstrate improvement to a mean of 4.50
					
					• Staff Opinion Survey
					   o *Collective Efficacy* to be at 85
					   o *Collective Focus On Student Learning* to be at 90
					   o *Academic Emphasis* to be at 80
					   o *Guaranteed And Viable Curriculum* to be at 87
					
					• Parent Opinion School Survey data
					   o *Learning Focus* to demonstrate improvement to a mean of 6.0
					   o *Stimulating Learning* to demonstrate improvement to a mean of 6.0

Use our student data to differentiate instructions every lesson every day.	• Differentiate instruction
	• Teachers assess and base instruction on their students' readiness for learning (interests and learning profile)
	• Teachers differentiate their instruction through changes in content, process, product and learning environment (Tomlinson)
	• Use of SPA Platform to record pre & post test data, rubrics and standardised assessment to inform our Explicit Teaching Group planning
	   o Regular PL focus on the use of SPA Markbook
		• PLT meeting (weekly) dedicated to class and cohort data analysis
		• Leading Teacher-Educational Leader released 100 % to coach PLT Leaders and Teams
		   o Attends all PLT Meetings (continuity and consistency)
		• Provision of an iPad per member of staff for easy recording of data to SPA Markbook
			PCO class
			
			LT-EL
			
			PLT Leaders
				Ongoing throughout 2016	• Teacher use of Explicit Teaching Group planner informed by multiple sources of data
					• Classroom teaching reflects planning documentation
					• Evidence of catering for individualised teaching
					• Achievement of 0.9 Effect size for all students
					• Teacher judgements reflect a year's growth in AusVELS / Victorian Curriculum

Provision of a Leading Teacher-Educational Leader	• Provision of a LT-Education Leader who is 1.0 EFT dedicated to the work of our PLTs and to coaching teachers' instructional practice and growth • Coaching opportunity for all teaching staff • Support for Graduate teachers • Consistency across all PLTs – planning documentation, PLT agendas, assessments, rubrics etc	• SRP – Leading Teacher salary budgeted for (including the use of Equity funds $28,000) – 1.0 EFT dedicated to the work of the PLTs and coaching	PCO Class	Ongoing throughout 2016	• Teacher growth acknowledge by teacher, LT-EL and PCO class
Introduce Essential Learnings	• Critically evaluate our curriculum documentation • Review changes in curriculum with new Victorian Curriculum • Develop EPS Essential Learnings Curriculum documents to be used in 2016 o Including review of Humanities and Science planners and Assessment schedule	• Teaching teams released for 2 full days (November 2015) to develop Essential Learnings documents	PCO class LT-EL PLT Leaders <u>KLA Leaders:</u> - <u>eLearning</u> – Olivia Graham <u>English</u> – Simone Roe <u>Mathematics</u> – Amy McFarlane <u>Science</u> – Roxanne King <u>Student Wellbeing & Inclusion</u> – Justine Ciantar	Ongoing throughout 2016	• Documents created and used by teaching teams • Creation and implementation of Essential Learnings curriculum and Proficiency Scales

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT Goals	[insert from SSP] To improve student and family engagement throughout Prep to Year 6 as the school community continues to grow.	Targets	[insert from SSP]

[insert from SSP]

- Student Attitudes to School Survey data demonstrates improvement by 2016.
  - Connectedness to Peers to 4.5
  - Student Morale to 5.9
  - Student Motivation to 4.8

- Staff Opinion Survey data demonstrates improvement by 2016.
  - Professional Interaction to 80
  - Ownership to 83
  - Engaging Practice to 82
  - Quality Teaching to 85
  -

- Parent Opinion Survey data demonstrates improvement by 2016.
  - School Connectedness to 6.0

- Aggregate student absence data is maintained at a mean of 13.5 days absent or less, with no year level mean to be in excess of 16.0 days absence

12 month targets

- Student Attitudes to School Survey data demonstrates improvement by 2016.
  - Connectedness to Peers to 4.5
  - Student Morale to 5.9
  - Student Motivation to 4.8

- Staff Opinion Survey data demonstrates improvement by 2016.
  - Collective Focus on Student Learning to 90
  - Collective Responsibility to 88
  - Guaranteed and Viable Curriculum to 87

- Parent Opinion Survey data demonstrates improvement by 2016.
  - School Connectedness to 6.0
  - Transitions to 6.0
  - School Connectedness to 6.0
  - Approachability to 6.15
  - Stimulating Learning to 6.0

- Reduce Student absence to an average of no more thatn 13 days per student in any year level (2015 October data = 13.74 days average absence – source SWR School Comparison report).

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

Students demonstrate higher levels of engagement in their learning	• Clarity of Essential Learnings curriculum documentation in teacher planning and unit/lesson design
	• Teacher content knowledge continues to grow
	• DuFours model – recognising learning needs of each student – data action plans
	• Differentiation of student learning – every child, every lesson, every day.
	• Learning tasks created have higher academic demand and roles for students
	• Use of collegiate and peer feedback
		• Release for teaching teams to develop Essential Learning Curriculum documents
		• PLT meetings provided and considered 'protected time'
		  ○ 1 hour within the timetable per term – attended by the LT-EL
		  ○ 1 hour within the meeting schedule per week
		  ○ Careful use of PLC/PL time in the meeting schedule
			LT-EL
			
			PLT Leaders
			
			Teachers and ES staff
				Ongoing throughout 2016	• PLT discussions – deeper level of content knowledge observable
					• Deeper level of content knowledge reflected in differentiation observation in teachers' planning and lesson implementation
					• Students are able to articulate their learning
					  ○ Learning Intentions are linked to students learning goals
					  ○ Students can articulate the links
					  ○ Students can demonstrate their learning goals (self-monitor)
					• Lesson design purposefully engages students in the content
					• Process-oriented feedback

Guaranteed and Viable Curriculum embedded	• EPS Instructional Model consistently implemented across all teaching teams
	  ○ Data analysed – action plans and Explicit Teaching Group Planners developed
	  ○ Learning and teaching differentiate
		• Twice weekly PLT meetings – attended by the LT-EL during data analysis session
		• Essential Learning documentation developed by LT-EL and PLTS
		• Assessment Schedule reviewed annually – data
			LT-EL
			
			PLT Leaders
			
			Teachers and ES
				Ongoing throughout 2016	• Teacher generated common formative assessment tasks
					• Essential Learning documents – clarity of curriculum expectations
					• PLT meeting agendas ensure common and consistent practice
					• PLT and classroom observation opportunities
					  ○ Classroom collegiate visits

	- Focus on Essential Learnings - English and Mathematics - Develop quality eLearning pedagogy for our classroom practices - Assessment practices inform learning and teaching	timelines clearly communicated	staff		- PLT Leader collegiate visits - Learning Walks / Classroom Visits etc
Implement reviewed Start-Up program	Students involved in development of their classroom environment, protocols and practices	- Provision of time for each team to develop their Start-Up Program - Provision of professional reading texts to support	LT-EL PLT Leaders	Ongoing throughout 2016	- Observe in action during start of the year and the start of terms - Learning walks – Week 3/4 of Term 1 – learning non-negotiables visible
Consistent use of learning goals, intentions and success criteria	Consistent practice across all classrooms – use of learning intentions and success criteria	EPS Instructional Model – clarity of expectations	LT-EL PLT Leaders	Ongoing throughout 2016	- Students able to articulate the 'what' and 'why' of their learning and make links to their learning and their own learning goals - Student learning goals visible on class tables – student monitoring of their own goals evident - Teacher planning – Explicit Teaching Group Planners - Collaborative design of learning intentions and success criteria during PLT meetings
Consistent use of effective feedback practices	- Students' individual learning goals identified through use of Explicit Teaching Group planners and are on display on the students' tables - Students are able to monitor and score their recognition of their learning goals in action - Effective, specific and timely feedback given to students in relation to their learning goals	- PL meeting agenda - Focus on giving feedback in PLT meetings	PCO class LT-EL PLT Leaders	Ongoing throughout 2016	- Observable in teacher and student behaviour - Teacher and student awareness of giving specific feedback linked to learning goals - Feedback from other students and colleagues - Collegiate feedback from classroom visits - PLT Leader feedback to other PLT Leaders (from collegiate visits)
Focus on student attendance	- Monitor student attendance data at the class, team and school trends levels - Monitor individual students with higher absence levels - Request parent meetings and Individual Learning Plans developed - School wide strategies to monitor and encourage attendance - Absence Learning Plans – family holidays particularly - Promotional activities - Analysis of student / class / cohort absence data - Student and class punctuality awards – at Assembly and in the Newsletter	- Data provided to teams on a weekly basis - Student / class data - Cohort data - Continue with 2015 introduction of attendance / punctuality section in student reports - Expectation of an Absence ILP for all students absent who are not ill	PCO class LT-EL PLT Leaders	Ongoing throughout 2016	Student attendance – improvement in identified students /areas of concern
Design of new learning space	- Re-imagining our current Library – eLearning classroom space – all students, parents and staff invited to contribute to the creation of this new learning space - Focus on using the new learning space in collaborative and innovative ways	- Invitation for all EPS community members to be involved in re-imagining our learning space - SRP funding for furniture and technology - Application for Inclusive Schools Grant money to assist	PCO class LT-EL PLT Leaders	End Term 1 2016	- Innovative new learning space being used as imagined - Student reflection on their role in its development shows satisfaction
Lift profile of our Key Learning Areas	- Internal leadership positions – leaders selected to lift the profile of our KLAs – school wide program level - Links with PLTS and PLT Leaders	- Key Learning Area Leadership (remunerated) – Mathematics, English, Science, eLearning and the Arts - Technology – Apple TV, iPad and laptops provided - PL meeting schedule – focus on how to use technology in innovative ways	PCO class LT-EL KLA Leaders		- Higher level of KLA resources and profile - KLA special events and initiatives across the school - Lunch Clubs (e.g. Arts, Science) - KLA display

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING				
Goals	**[insert from SSP]** 2013-2016 SSP has no separate Wellbeing goal. To improve student transition throughout the school.	**Targets**	• <u>Parent Opinion Survey</u> data to demonstrate improvement by 2016 ○ *Transitions* to be at 6.0	

		12 month targets	• <u>Student Attitudes to School Survey</u> data demonstrates improvement by 2016.
			
			  ○ *Connectedness to Peers* to 4.5 　　　○ *Student Morale* to 5.9
			  ○ *School Connectedness* to 6.0 　　　○ *Student Motivation* to 4.6
			
			• <u>Staff Opinion Survey</u> data demonstrates improvement by 2016.
			
			  ○ *Collective Focus on Student Learning* to 90 　　○ *Collective Responsibility* to 88
			
			• <u>Parent Opinion Survey</u> data demonstrates improvement by 2016.
			
			  ○ *Stimulating Learning* to 6.0 　　　○ *Transitions* to 6.0
			  ○ *Connectedness to Peers* to 6.15 　　○ *Student Motivation* to 6.0
			  ○ *School Connectedness* to 6.0
			
			• <u>School-based Parent Transitions Survey</u>
			  ○ 90 % of ne students' families demonstrate Level 4 or 5 satisfaction with their transition into Prep on a 1-5 scale	

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
Focus on Student Leadership	• Select a KLA Leader to lead Student Wellbeing and Inclusion • Source professional learning to support the KLA Leader	• Remunerated internal leadership position	• PCO class • LT-EL • Student W & I KLA Leader • PLT Leaders	Ongoing throughout 2016	• Attitudes to School Survey data • Staff Opinion Survey data • Parent Opinion Survey data • School to develop school based survey data for Year 5-6 students

Investigate ways to promote Student Wellbeing and Inclusion in our now bigger school community	• Investigate options -:
	  ○ 'Kids Matters'
	  ○ 'School Wide Positive Behaviours'
		• Selection of a KLA Leader for Student Wellbeing and Inclusion
		• Professional learning for KLA Leader and PLT Leaders
		• Visit other schools to identify effective practices
		• Active Junior School Council and student leadership
			• PCO class
			• LT-EL
			• Student W & I KLA Leader
			• PLT Leaders
				Ongoing throughout 2016	• Attitudes to School Survey data
					• Staff Opinion Survey data
					• Parent Opinion Survey data
					• Observable –
					  ○ Student relationships within and across cohort
					  ○ Student connectedness – Buddy programs, Lunchtime Clubs

Transition	• Transition Program for students new to Exford PS
	  ○ 4 visits for Prep children
	  ○ 3 day visits for Year 1 -6 children
	  ○ Parent information sessions
	• Transition program for students transitioning to secondary colleges
	  ○ Links built with secondary colleges – variety of programs
	  ○ Ongoing transition support throughout Year 6
	  ○ Specific and additional transition support for students requiring it – including PSD students
	• Transition program for students within EPS
	  ○ Meet the teacher / class day
	  ○ Parent information sessions – start of the school year
	  ○ Team newsletter at the start of each term
	  ○ Teachers and ES staff – student information exchange
		• Timetabled release for all current Prep and Year 6 teachers involved
		  ○ Next year's teachers involved
		  ○ CRT release for the 4 Prep visits – including the provision of debriefing time at the end of each session
		• Staff time allocation to be involved in Enrolment tours – begins establishing relationships with our new families.
			• PCO class
			
			• LT-EL
			
			• Student W & I KLA Leader
			
			• PLT Leaders
				Year 6s - Ongoing throughout 2016
				
				Preps – Term 4 intensively
					• Attitudes to School Survey data
					• Staff Opinion Survey data
					• Parent Opinion Survey data
					• Observable –
					  ○ Settled students and classrooms at the start of the year – continues throughout
					  ○ Effective start up programs completed and reviewed for 2017
					  ○ New students developing relationships within and across cohort
					  ○ Student connectedness – Buddy programs, Lunchtime Clubs
					  ○ Parent feedback / satisfaction – March 2016 Parent Student Teacher Conferences

| Cyber safe practices | • Revised Health component of the curriculum – cyber safety
• EPS Internet and eLearning Student Code of Practice – all students to return after discussion at school and at home
• Strong supervisory practices within school context
• eSmart program | • EPS Internet and eLearning Student Code of Practice given to every family to discuss and return as a signed agreement
• Use resources such as the Police in Schools Cyber Footprint sessions
• Selection of an eLearning KLA Leader (remunerated) | • PCO class
• LT-EL
• Student W & I KLA Leader
• eLearning KLA Leader –
• PLT Leaders | | • Marzano – *'High Reliabilty Schools'* surveys – Level 1
   o Fewer incidents reported regarding students behaving in an unsafe manner when on-line |

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY Goals	[insert from SSP] 2012 School Strategic Plan does not have a Productivity goal.	Targets	[insert from SSP]
		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

Continue to link AIP and PDP cycle	• PDP goals link to the work of the AIP and our PLTs
	•
		• Professional learning linked to PLT work
		  o Strategic use of meeting schedule time
		  o Allocation of PL budgets – Leadership, Teacher, ES
		• SRP supports use of Team Release hour and allocation of release time for PL Team meetings within the staff allocated duties
		• Opportunity for coaching linked to PDPs
			• PCO class
			
			• LT-EL
				Ongoing through 2016	• All staff develop smart goals which link directly with the AIP
					• PLT / PLC agendas linked to the goals of the AIP

Use of SRP funding in AIP goals	• Focus of our PLTs is shielded
	• Sub-program budgets provide adequate funding to support resource needs
		• Financial priorities
		  o Dedicated LT-EL to work of the PLT
		  o PL Teams given time for their data analysis and planning
		  o Coaching
		• Fundraising efforts support our increasing range of technology
			• PCO class	Ongoing through 2016	• Fundraising Team – annual target of $20,000 – supplements the ICT budget allocated from the SRP

Use Equity and SRP funding to support educational leadership	• SRP funding of a Leading Teacher-Education Leader to be 100 5 focused on the work of the PLTs and coaching • $28,000 Equity funds allocated to provision of the LT-EL in 2016		• PCO class	Ongoing through 2016	• Leading Teacher-Educational Leader 100 % focused on the work of our PLTs, on teacher coaching and coaching of PLT Leaders

SRP effectively provides for growth culture	• Strategic planning of the meeting schedule – balancing the needs of the PLT, PLTs and other PL needs
	• Every teaching team released for 2 hours weekly for the work of the PLT (1 hour within the timetable and 1 hour in the meeting schedule) and this time is shielded from interruption
	• Classroom ES Team released for PL with AP and with Speech Pathologist fortnightly
	• Admin ES team released for Cases 21 training when required
		• SRP funding targeted strategically
		• Meeting schedule developed strategically
		• Teaching teams carefully selected and balanced
		• PL needs for ES teams catered for
			• PCO class
			
			• LT-EL
				Ongoing through 2016	• Release time for PLT Leaders, LT-EL and PCO class to meet weekly
					• KLA Leaders invited to meet regularly with PLT Leaders and Leadership
					• PLTs committed to their work – recognition that their work is their professional learning in action (DuFours – 'Learning By Doing')
					  o PLT meetings (2 hours weekly) dedicated and used strategically
					  o Team Release hour used for professional learning (e.g. 1:1), collegiate visits / observations

School Facilities	• School Council and School Council President continue to liaise with DET regarding our school facilities • Water storage / capacity to support the school environment – toilets, gardens, oval and essential services water • Cost of purchasing water needs to be factored in ($4000 spent Term 4 2015) • Water / plumbing infrastructure monitored	• Liaise with DET re school facilities demands • Manage existing facilities • UV steriliser / filtration system • Treatment Plants (already at capacity) • Water pumps • Water storage levels	• PCO class	Ongoing through 2016	• Goal – new school provision at Eynesbury – Exford PS to relocate to the new school site.
School Finances	• Effective operation of School Council Finance Committee • Compliance with DET financial guidelines		• PCO Class • Business Manager – Lesley Bennett	Ongoing through 2016	• Financial records presented at monthly School Council meetings

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	