

2016 Annual Implementation Plan: for Improving Student Outcomes

[Warringa Park School] [2016]

Based on Strategic Plan [2012 - 2016]

Endorsements

Endorsement by School Principal	<p>Signed: </p> <p>Name: Marie Hayes</p> <p>Date: 17/03/16</p>
Endorsement by School Council	<p>Signed: </p> <p>Name: Rebecca Cross</p> <p>Date: 21/03/16</p>
Endorsement by Senior Advisor	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

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:	
<p>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.</p> <p>Partnership with Melbourne University (UMNOS): focus on developing teachers practice in using of assessments and delivering reading lessons - ABLES and AusVELS data sets (3 year partnership) Support for teachers in delivering lessons for complex needs students has been identified as a need by staff during a Melbourne University Professional Learning Toolkit survey as well as an Informal Yearly School review (Staff Opinion Survey - Collective Efficacy) Assessment undertaken through Melbourne University indicated more tailored framework for Professional Learning is required across the school (Staff Opinion Survey - Professional Learning) Recent informal school review identified the need for a comprehensive Induction Program (Staff Opinion Survey – Induction) To build capacity of staff to effectively manage productive learning environments (Staff Opinion Survey: Wellbeing)</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
1. Building practice excellence	<p>Develop teachers pedagogical content knowledge in Reading to improve student outcomes</p> <p>Create our own professional learning framework to further develop our pedagogical structure</p> <p>The NPDL Framework will be used to promote and foster deep learning design providing students with meaningful and authentic learning opportunities.</p> <p>Develop a process for induction for new staff and students to WPS and address identified needs</p> <p>Appoint a Pre AusVELS coach to develop practices across the school</p>
2. Curriculum planning and assessment	<p>Assessment data is used effectively in the development and implementation of a differentiated curriculum according to individual student needs</p>
4. Empowering students and building school pride	<p>Build the capacity of teachers to implement an approach (including the PBIS framework) to teaching and classroom management that supports an engaging and productive learning environment</p> <p>Improve student attendance through student engagement, voice and school connectedness.</p>
5. Setting expectations and promoting inclusion	<p>Students have access to Post School Options</p>

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals
To enhance current teaching and learning practice through partnerships, research, technology and science.

Targets

By Semester 1 2016, teacher assessment against the ABLES and AusVELS will indicate most students are achieving learning growth

ABLES: Reading and Writing				AusVELS: Reading and Viewing			
	BD	2016 S1	2016 S2		BD	2016 S1	2016 S2
Pre AusVELS	58%	57.5%	57%	Pre AusVELS	42%	41.5%	41%
AusVELS	42%	42.5%	43%	AusVELS	58%	58.5%	59%

Curriculum Survey: English			
Students' progress:	Baseline Data	2016 S1	2016 S2
At Expected progress	33%	32.5 %	32%
Above Expected Progress	44%	44.5 %	46%

By Semester 1 2016, teachers establish Performance and Development goals based on AIP and the TSES (Teacher Self Evaluation Survey)

Teacher Self Evaluation Survey: Teacher Habits		Teacher Self Evaluation Survey: Environmental Habits	
Baseline Data	S1 2016	Baseline Data	S1 2016
65 %	66 %	62 %	63 %

Performance and Development - All staff have Performance and Development Plans in place and 95 % of staff are achieving their Mid Cycle Review targets
OXFORD Reading – all students have been assessed and placed on a reading level/pre reading level
Roles and Responsibilities - Role of Complex Needs Coach has been established
School Review - Self Evaluation has been undertaken

12 month targets

By Semester 2 2016, teacher assessment against the ABLES and AusVELS will indicate 100% of students are achieving learning growth

ABLES: Reading and Writing				AusVELS: Reading and Viewing			
	BD	2016 S1	2016 S2		BD	2016 S1	2016 S2
Pre AusVELS	58%	57.5%	57%	Pre AusVELS	42%	41.5%	41%
AusVELS	42%	42.5%	43%	AusVELS	58%	58.5%	59%

Curriculum Survey: English			
Students' progress	Baseline Data	2016 S1	2016 S2
At expected progress	33%	32.5 %	32%
Above Expected Progress	44%	44.5 %	46%

By Semester 2 2016, all teachers reached their Performance and Development goals based on the AIP and the TSES (Teacher Self Evaluation Survey)

Teacher Self Evaluation Survey: Teacher Habits		Teacher Self Evaluation Survey: Environmental Habits	
Baseline Data	S2 2016	Baseline Data	S2 2016
73 %	74 %	70 %	71 %

Performance and Development – 100 % of Staff have achieved their End Of Cycle targets
OXFORD Reading – 80% of students are reading at their expected reading level
Roles and Responsibilities - Role of Complex Needs Coach lead to increase of collective efficacy from 47.6% to 48% (WPS Campus)
School Review – Strategic Plan has been developed

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. Develop teachers pedagogical content knowledge in Reading to improve student outcomes	<p>Implement strategies and processes informed by UMNOS 2016 program and in doing so increase collective efficacy in teachers</p> <p>Develop a school wide assessment guide in reading that will include: specific assessments, time frame/frequency, recording and documentation expectations and suggested ways to use the data to inform instruction.</p> <p>Build teacher pedagogical knowledge of the reading process and instructional practice in the four pillars (literacy behaviours, word solving strategies vocab, comprehension) and gradual release of responsibility (GRR) teaching strategies</p> <p>Create awareness of resources that supports reading e.g. Self Service</p>	<p>Reading Workshops at LC meetings</p> <p>Reading Workshops twice termly</p> <p>Reading Action Research projects: PLT meetings – each PLT choose own focus</p> <p>Coaching in classrooms and PLT’s: Kim T</p> <p>Reading Project Plan over 3 years</p> <p>Curriculum Day: 12 February 4 Pillars of Reading Andrea Hillbrick keynote PLT workshop their action plans</p>	<p>Success Coach</p> <p>UMNOS Reading Team</p> <p>Learning Centres</p> <p>Andrea Hillbrick</p> <p>PLT leaders</p>	<p>Term 1 - 4</p>	<p>All staff regularly use the Reading Observational Checklist to track students’ progress in reading</p> <p>Improvement in AusVELS and ABLES data: Reading increase with 1.0 % of students working in AusVELS levels</p> <p>Reading Self Evaluation Survey indicates professional growth</p> <p>Staff regularly access various Reading resources and shared at PLT meetings</p>
2. Create our own professional learning framework to further develop our pedagogical structure	<p>Professional learning framework are developed in consultation with staff</p> <p>School Community contributes to the School Review process in celebrating school achievements over past 4 years and identifying where to next for WPS</p> <p>Inquiry Cycle is embedded in PLT meetings with a focus on improving student outcomes and develop practice</p> <p>PLT’s use the “Classroom that Work: They can all read and write” by P. M. Cunningham and R. L. Allington as research</p> <p>All teachers receive targeted and constructive feedback on their teaching practice during professional conversations (Coaching, Instructional Rounds, Learning Walks and Lesson Study) through the “observe to learn” principle</p> <p>All Performance and Development meetings have a focus on student achievement data. A calendar year cycle is being implemented.</p> <p>Teachers complete the “Teacher Self Evaluation Survey” to show growth in practice as this guides future Professional Development</p>	<p>Resource Allocation Budget</p> <p>Dedicated PLT and LC meetings</p> <p>Special Payments: PLT Leaders</p> <p>Time table observe to learn sessions</p> <p>Regular Professional development opportunities with Educational Consultant: Andrea Hillbrick</p> <p>Reading Action Research Projects</p> <p>Weekly PLT meetings</p> <p>Coaching and Mentoring programs</p> <p>Survey Monkey: Self Evaluation</p> <p>BASTOW Professional Learning: Create, Impact, Leading Curriculum and Assessment</p> <p>Performance and Development Discussions</p> <p>Curriculum Day: 12 February</p> <p>2 x Twilight Workshops: Positive and Purposeful Classroom atmosphere</p> <p>AEU PL days: Middle Level Leadership development</p>	<p>Andrea Hillbrick</p> <p>Toolkit team</p> <p>Learning Centres</p> <p>PLT leaders</p> <p>ICT Team</p>	<p>Term 2, 3 and 4</p> <p>Weekly term 1 – 4</p> <p>Term 2 and 4</p>	<p>Increased scores in the Annual Staff Opinion Survey mean factor for Professional Learning from 69.0% to 70%</p> <p>School Strategic Plan for 2017 – 2021 specifies the next level of work for the school community</p> <p>Professional Learning Team Progression Tools indicate 100 % of teachers take shared responsibility for student and teacher learning (Melbourne University Tools)</p> <p>Teachers use a selection of reading strategies to improve students reading</p> <p>Increased scores in the Annual Staff Opinion Survey mean factor for Teacher Collaboration from 60.35% to 61%</p> <p>Staff Performance and Development goals are aligned to the School Strategic and Annual Implementation goals</p> <p>The “Teacher Self Evaluation Survey ” survey indicates + 1.5% growth in practice (Melbourne University Tool)</p>

<p>3. Assessment data is used effectively in the development and implementation of a differentiated curriculum according to individual student needs</p>	<p>Provide guidance and support (professional learning) to develop teacher skills and knowledge to use data, ABLES, effectively to plan differentiated lessons</p> <p>Teachers follow the Assessment and Learning and Teaching cycle: How will I plan their learning? What is the evidence of their learning? What does the evidence tell me? Where are my students in their learning now? What do my students need to learn?</p> <p>Moderate student work in PLT's and Learning Centre Meetings</p> <p>Provide training to staff in the Oxford Reading Assessment</p>	<p>Resource Allocation Budget</p> <p>Learning Centre meetings workshop and moderate data: ABLES and AusVELS Judgement Tool</p> <p>Assessment Schedule is implemented across the campuses</p> <p>Weekly PLT Meetings focus on PLT Inquiry Cycle</p> <p>Judgement Tool: moderated</p> <p>ABLES assessments: using as a resource at all PLT meetings</p> <p>Cross Checks to identify areas for future learning</p> <p>ePortfolios track and celebrate students work over the year x 4</p>	<p>Learning Centres</p> <p>PLT leaders</p> <p>ICT team</p> <p>Success Coach</p> <p>Teachers</p>	<p>Term 1 – 4</p> <p>Term 2 and 4</p> <p>Term 1 – 4</p>	<p>All teachers investigate and use a collection of assessment data in their PLT's to inform their teaching</p> <p>Teachers use data to show student improvement during Performance and Development Discussions</p> <p>Moderation practices result in greater consistency between the Judgement Tool data and ABLES data</p> <p>Teachers are confident in using the Oxford Reading assessments twice a term</p>
<p>4. Appoint a Pre AusVELS coach to develop practices across the school</p>	<p>Collaborate with Learning Centre Leaders and PLT's to identify points of growth for Pre AusVELS students.</p> <p>Modelling quality teaching in the classrooms of the pilot group using Proloquo2go</p> <p>Assists teachers and related staff for the purpose of supporting lesson plans and/or developing students' skills</p> <p>Develop teacher capability and provide professional development that is needs based and provides on-going support for teachers</p>	<p>Work force planning: Complex Needs coach</p> <p>Resource Allocation Budget</p> <p>Special Payment: Complex Need Coach</p> <p>ICT Budget: Proloquo2go licences</p>	<p>Hazel Murdoch</p> <p>Learning Centre Leaders</p> <p>PLT Leaders</p> <p>Pilot Group: Lauren W, Elise M, Cailyn P, Holly J</p>	<p>Term 1 - 4</p>	<p>Teachers working with complex needs students use a range of teaching approaches in teaching complex needs students</p> <p>Staff from pilot group are reasonably confident in modelling the use of Proloquo2go to their students</p> <p>Increased scores in the Annual Staff Opinion Survey mean factor for Collective -Efficacy from 68.15 % to 69%</p> <p>The Pilot Group staff feel supported and demonstrate professional growth which is evident in their PDP's</p>

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals

To create orderly and engaging learning environments to maximise learning.

Targets

By Semester 1 2016, feedback on staff opinion surveys has been implemented, tracked and communicated to staff

Staff Opinion Survey: School Climate			
	BD	2016 S1	2016 S2
Collective Efficacy	68.1	Track	69%
Teacher Collaboration	60.3	progress	61%

Staff Opinion Survey: Professional Learning			
	BD	2016 S1	2016 S2
Coherence	69.8%	Track	70%
Feedback	67.7%	progress	68.8%

Progress will be tracked through informal discussions during staff meetings and PLT meetings, posters in learning areas:

School Climate:

- Collective efficacy: staff believe they have the skills, expertise and resources to successfully educate students
- Teacher Collaboration: staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching

Professional Learning

- Coherence: Professional learning activities align with school wide agendas
- Feedback: Feedback is seen as crucial to the professional learning process – coaching, observations, instructional rounds, mentoring, performance and development meetings

By Semester 1 2016, PBIS data is used to coordinate early intervention in the areas of Student Relationships and Student Wellbeing

Attitudes to School			
	Baseline Data	2016 S1	2016 S2
Classroom Behaviour (Y5-6)(Y7-12)	$(2.52 + 2.67)/2 = 2.59$	2.59	2.60
Student Morale (Y5-6)(Y7-12)	$(5.88 + 5.35)/2 = 5.61$	5.61	5.62

12 month targets

By Semester 2 2016, Staff Opinion Surveys will show an improvement in the mean scores for staff responses to all variables

Staff Opinion Survey			
Overall score in the model component for:	Baseline Data	S 1 2016	S 2 2016
School Climate	68.9 %	68.9 %	69.1 %
School Leadership	64.02 %	64.02 %	64.1 %
Staff Safety and Wellbeing	59.41 %	59.41 %	59.8 %
Professional Learning	69.5 %	69.5 %	70 %

By Semester 2 2016, Attitudes to School Surveys will show an improvement in the mean scores for student responses to Wellbeing, Teaching & Learning, and Student Relationships

Attitudes to School Survey			
Overall score in the model component for:	Baseline Data	S 1 2016	S 2 2016
Student Relationship (Y5-6)(Y7-12)	$(3.34 + 3.48)/2 = 3.41$	3.41	3.42
Wellbeing (Y5-6)(Y7-12)	$(5.53 + 5.14)/2 = 5.33$	5.33	5.34
Teaching and Learning (Y5-6)(Y7-12)	$(4.50 + 4.25)/2 = 4.37$	4.37	4.37

By Semester 2 2016, Parent Opinion Surveys will show an improvement in the mean scores for School Climate, Student Behaviour, Student Engagement

Parent Opinion Survey			
Overall score in the model component for:	Baseline Data	S 1 2016	S 2 2016
School Climate	$71.86 / 12 = 5.9$	6.0	6.1
Student Behaviour	$8.91/2 = 4.4$	4.5	4.6
Student Engagement	$23.06 / 4 = 5.7$	5.8	5.9

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
5. Build the capacity of teachers to implement an approach (including the PBIS framework) to teaching and classroom management that supports an engaging and productive learning environment	<p>Staff will utilise and implement new PBIS resources and documentation e.g. expectation matrix, reinforcement matrix, consequence flow chart</p> <p>Coordinate early intervention and prevention strategies to identify the barriers to learning that individual students may be facing</p> <p>Staff have clear understanding of de-escalation strategies</p> <p>Staff will use the Compass system to collect data in order to identify areas for improvement and focus by the PBIS team</p> <p>Develop a bank of Self Modelling Videos which students are able to access in conjunction with PBIS</p>	<p>Learning Centres and PLT Meetings</p> <p>Resource Allocation Budget</p> <p>Student Leadership Programs: SRC</p> <p>Student Peer mentoring programs at Bethany Road and WPS</p> <p>Healthy Relationship Programs</p> <p>PBIS meetings/Team Charter</p> <p>PBIS whole school Reward systems in place</p> <p>Specific teaching of school values</p> <p>TV Studio produce self-modelling videos</p>	<p>PBIS Team</p> <p>Assistant Team Leaders</p> <p>PLT Leaders</p> <p>Staff and students support team</p> <p>Wellbeing Team in conjunction with Student Support Services</p> <p>Brian Smith</p>	<p>Term 1 – 4</p> <p>Term 1 – 4</p> <p>Term 2 and 3</p>	<p>Clear structures and routines are visible in all classrooms</p> <p>Increased scores in the areas Attitude To School Survey mean factor for Student Relationships to 3.42, Student Wellbeing to 5.34 and Teaching and Learning to 4.37</p> <p>Increased scores in the Annual Staff Opinion Survey mean factor for Resilient, Supportive Environment from 61.83% to 62%</p> <p>Staff confidently follows the process to enter PBIS data onto COMPASS</p> <p>Staff has access to a bank of self-modelling videos</p>
6. The NPDL Framework will be used to promote and foster deep learning design providing students with meaningful and authentic learning opportunities.	<p>Develop skills applicable in and beyond the classroom such as resilience, problem solving, collaboration, communication and creativity</p> <p>Build teachers capacity, through coaching and modelling, to develop understanding and application of thinking tools to develop students thinking skills through evidence based approaches.</p> <p>A NPDL working team is developed to build capacity and understanding of the NPDL Framework at a whole school level.</p> <p>Teachers to begin to use Deep Learning tools in their teaching and learning to support students to think deeper and broader.</p>	<p>Professional Development sessions time tabled</p> <p>Planning time allocated</p> <p>Weekly PLT meetings</p> <p>Work force planning</p> <p>Coaching: NPDL</p>	<p>Leading Teacher: NPDL</p> <p>ICT team</p> <p>Leadership Team</p> <p>PLT Leaders</p> <p>NPDL Team</p>	<p>Term 1 - 4</p>	<p>Increase in Attitudes to School survey: Student Relationships Years 7 – 12 from 3.48 to 3.49</p> <p>Teachers to use the deep learning competencies rubrics; collaboration, communication, citizenship, character, critical thinking and creatively to set goals for student learning projects.</p> <p>NPDL Rubrics/Competencies are changed into student friendly language and are being used by teachers to inform teaching and learning.</p> <p>PLT's at BRC adapt the Deep Learning Tools to plan for problem solving and creativity in 80% of their teaching and learning</p>
7. Develop a process for induction for new staff and students to WPS and address identified needs	<p>All new staff are allocated a mentor and have regular (monthly) informal discussions to celebrate and establish needs</p> <p>Introduce a new timeline: Implement an End of year 3 day Induction Program and an induction program for new teachers focus on the basics in term 1</p> <p>Coaches devote 90% of their coaching time in the first semester on the development of practice of new teachers</p> <p>Assistant Team Leaders provide e.g. iPad support to New Staff on their day out of classroom</p> <p>All new staff attend professional development sessions with Andrea Hillbrick</p>	<p>All new staff allocated a mentor</p> <p>Induction Program: 3 days</p> <p>New Teachers meetings: weekly</p> <p>Resource Allocation Budget</p> <p>Professional Learning Program for new staff</p> <p>Educational Calendar indicates meeting dates for Mentors and Mentees</p>	<p>Dehlia Dawson</p> <p>Learning centre Leaders</p> <p>Mentors</p> <p>Coaches: Hazel, Megan and Kim T</p> <p>Learning Centre Leaders</p> <p>Assistant Team Leaders</p> <p>Andrea Hillbrick</p>	<p>Term 1 - 4</p>	<p>All new staff indicate that they had ample support in building their teaching and learning skills</p> <p>Increased scores in the Annual Staff Opinion Survey mean factor for Induction Survey after the Induction Program indicates new staff feel prepared for the year ahead</p> <p>Coaches provide ongoing targeted professional learning in building the efficacy of new staff</p> <p>New staff feel supported in using technology such as iPad apps in teaching and learning</p> <p>New staff attend Andrea Hillbrick's modelling of lessons</p>

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING

Goals

To improve the transition of students between learning centres to ensure students are well supported as they move through the school

Targets

By Semester 1 2016, Whole school student leadership program is in place

Attitudes to School Survey: Student Relationships			
Overall score in the model component for:	Baseline Data	S 1 2016	S 2 2016
Connectedness to peers (Y5-6)(Y7-12)	$(4.19 + 4.15)/2 = 4.17$	4.17	4.18
Classroom Behaviour (Y5-6)(Y7-12)	$(2.52 + 2.67)/2 = 2.59$	2.59	2.60
Student safety (Y5-6)(Y7-12)	$(3.31 + 3.64)/2 = 3.47$	3.47	3.48

Parent Opinion Survey:			
Overall score in the model component for:	Baseline Data	S 1 2016	S 2 2016
School Climate: Transition	5.81	5.85	5.90
Student Behaviour: Classroom Behaviour	4.08	4.09	5.0
Student Engagement: Connectedness to peers	5.72	5.74	5.76

12 month targets

By Semester 2 2016, Data shows an improvement in students feeling they are well supported as they move through the school

Attitudes to School Survey: Student Relationships			
Overall score in the model component for:	Baseline Data	S 1 2016	S 2 2016
Connectedness to peers (Y5-6)(Y7-12)	$(4.19 + 4.15)/2 = 4.17$	4.17	4.18
Classroom Behaviour (Y5-6)(Y7-12)	$(2.52 + 2.67)/2 = 2.59$	2.59	2.60
Student safety (Y5-6)(Y7-12)	$(3.31 + 3.64)/2 = 3.47$	3.47	3.48

Parent Opinion Survey:			
Overall score in the model component for:	Baseline Data	S 1 2016	S 2 2016
School Climate: Transition	5.81	5.85	5.90
Student Behaviour: Classroom Behaviour	4.08	4.09	5.0
Student Engagement: Connectedness to peers	5.72	5.74	5.76

By Semester 2 2016, Whole school student leadership program has provided students with a voice and data has been recorded

Attitudes to School Survey: Student Relationships			
Overall score in the model component for:	Baseline Data	S 1 2016	S 2 2016
Connectedness to peers (Y5-6)(Y7-12)	$(4.19 + 4.15)/2 = 4.17$	4.17	4.18

VCAL: 90% of VCAL students complete their VCAL year

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
8. Improve student attendance through student engagement, voice and school connectedness.	<p>Build students self-efficacy by embedding student voice in classroom through personalised curriculum, student led conferences and passion projects</p> <p>Providing early identification of and supportive intervention for students at risk of non-attendance</p> <p>Students have access to a peer or buddy program</p> <p>Attendance and punctuality valued and acknowledged through whole school PBIS reward systems - PBIS Matrix</p> <p>School community (staff, students, parents) have the opportunity to develop school pride through the Arts and celebrate these at Assemblies, Formals and Graduation Ceremonies, Student Leadership programs</p> <p>During Learning Conferences student set personal and learning goals</p> <p>Learning Intentions and Success Criteria form the basis for praise and reasons for success are articulated and explained</p>	<p>SRC meetings time tabled once a week</p> <p>Learning Centre meetings once a month</p> <p>PLT meetings plan for giving students a voice</p> <p>Individual Students Positive Support Plans</p> <p>PBIS defined expectations and reward systems</p> <p>Resource Allocation Budget</p> <p>Specialists planning days investigate the development and implementation of school pride through The Arts</p> <p>Electives and Passion Projects</p> <p>NPDL Framework</p> <p>Parent Programs</p> <p>School Chaplain/Wellbeing</p> <p>Promote positive school communities</p>	<p>Staff and students support team</p> <p>PBIS team</p> <p>Leadership team</p> <p>Specialists team</p> <p>ICT Team</p>	<p>Term 1 – 4</p> <p>Term 1 – 4</p> <p>Term 2, 3 and 4</p> <p>Term 1 – 4</p> <p>Term 1 - 4</p>	<p>A decline in student absence trend and there is an increase in student engagement</p> <p>COMPASS is used across the school for student management and attendance monitoring</p> <p>Bus Buddy program develops student confidence</p> <p>Attendance Policy is implemented across the school community</p> <p>Increase in Parent Opinion Survey (School Climate and Student Engagement) from 5.76 to 5.83</p> <p>SRC meet regularly and engage in action projects within the school</p> <p>End of year Art festival and Harmony day celebrate school pride</p> <p>Students in Middle and Later Years set and track personal learning (reading) goals</p> <p>Learning Intentions and Success Criteria displayed in all classrooms</p>
9. Students have access to Post School Options	<p>Communicate with and involve parents in the SBAT program which is a natural extension of the work experience program in VCAL</p> <p>The VCAL team is actively developing community partnerships</p> <p>There is regular collaboration between Bethany Road campus, Cayley's Road campus and VCAL to deliver Career Education and Vet programs</p> <p>R U Ready Profiles Developed</p> <p>CTS Partnership delivering outcomes</p>	<p>Resource Allocation Budget</p> <p>Work force planning</p> <p>Calendar shows meetings dates</p>	<p>VCAL, Bethany Road, Cayley's road</p> <p>Career Coach</p>	<p>Term 1 – 4</p>	<p>There is an increase of students accessing the SBAT program</p> <p>There is an increased work experience and vocational opportunities for students at the Cayley's road campus</p> <p>Shared programming is resulting in improved student achievement data in VCAL, Cayley's Road and Bethany Road campus</p> <p>There is an increase in number of community partnerships</p>

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students.	Targets	<p>A workforce plan has been developed and approved by School Council</p> <p>Each Learning Centre and Campus program budgets are developed and delivered to ensure the needs of students are met</p> <p>Resources allocated towards Professional Learning</p> <p>Engage in the relocation process of VCAL from Montague campus</p>		
		12 month targets	<p>Workforce Planning</p> <ul style="list-style-type: none"> Workforce plan will be monitored to ensure it is implemented effectively throughout the year An Induction Program will be implemented for all new staff to the school 100% of graduate teachers will attend the weekly induction program. All graduate teachers will participate and be supported through the VIT registration process <p>Recourse Management</p> <ul style="list-style-type: none"> Learning Centre Budgets, Professional Learning budgets, and the Resource Allocation Budget provide for the effective resourcing of the school and meet the needs of curriculum and wellbeing programs <p>Grounds and Facilities</p> <ul style="list-style-type: none"> A new VCAL campus has been settled on 		
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
The appointment of a complex Needs Coach to support staff with teaching strategies for students in Levels A - D	Appoint a 0.4 coach - Monday and Tuesdays Provide after school Professional Learning sessions – Tuesdays as required	School Resource Allocation Budget: \$ 30 376	Hazel Murdoch Leadership Team	Term 1 - 4	Increased scores in the Annual Staff Opinion Survey mean factor for Collective –Efficacy to 69%
The UMNOS Reading Team develops staff capacity in pedagogical content knowledge in Reading	UMNOS leading teacher attend regular (monthly) partnership workshops with Melbourne University Attend regular PLT leaders meetings to recommend and implement future direction Coach in classrooms to develop teachers capacity to implement 4 pillars of reading	School Resource Allocation Budget: \$ 99 424 Casual Relief Staff: \$ 4 000	Kim Thompson Reading Team Leadership Team	Term 1 - 4	Improvement in AusVELS and ABLES data: Reading increase with 1 % of students working in AusVELS levels
The NPDL develops 21 st Century skills in students with a focus on resilience, problem solving and communication	Develop programs in conjunction with staff to develop resilient and responsible 21 st century skills Provide regular PLT leaders meetings to recommend and implement future direction Coach in classrooms to develop teachers capacity to implement 21 st Century skills	School Resource Allocation Budget: \$ 99 424 Casual Relief Staff: \$ 2 000	Megan Retallick Leadership Team	Term 1 - 4	Increase in students celebration of 21 st century learning skills such as Adobe Voices and the promotion of WPS into the wider community
Professional Development framework established	Maintain and extend consultancy support across all learning centres: modelling of lessons in classrooms, develop staff's capacity to plan a series of lessons, coaching of leaders, deliver curriculum day with a focus on reading, Scope and Sequence Planning Documents developed with Leadership team. CRT's employed to allow observations to occur. Develop a strategic, multi-tiered structure to support staff's professional learning needs: Instructional Rounds: Professional Learning Teams observation team member's lessons three times a year. Provide feedback which inform Professional Learning and PDP.	School Resource Allocation Budget: Educational Consultant: Andrea Hillbrick: \$ 40 000 Curriculum Day: \$ 1 200 Casual Relief Staff: Instructional rounds: \$ 41 000 Observations across school: \$ 10 000 Andrea Hillbrick: \$ 35 000	Andrea Hillbrick Leadership Team	Term 1 - 4	Increased scores in the Annual Staff Opinion Survey mean factor for Professional Learning: School Level Support, Applicability of Professional Learning and Feedback

	Weekly whole school workshops and learning centre meetings. CRT's employed to allow observations and feedback sessions to occur.				
Establish a staff induction program	Establish an end of year 3 day induction program for 2016 staff Deliver and implement a weekly Induction Program	School Resource Allocation Budget: \$ 10 000	Dehlia Dawson Leadership Team	Term 1 - 4	Increased scores in the Annual Staff Opinion Survey mean factor for Induction
		TOTAL: \$ 372 424			

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	
Develop teachers pedagogical knowledge in Reading to improve student outcomes		<p>Staff completed a Reading Observational Checklist for all students</p> <p>Improvement in AusVELS and ABLES data: Reading increase with 0.4 % of students working in AusVELS levels</p> <p>Teachers complete the Reading Self Evaluation Survey</p> <p>Staff start to use reading resources and shared at PLT meetings</p>		<p>All staff regularly use the Reading Observational Checklist to track students' progress in reading</p> <p>Improvement in AusVELS and ABLES data: Reading increase with 1 % of students working in AusVELS levels</p> <p>Reading Self Evaluation Survey indicates professional growth</p> <p>Staff regularly access various Reading resources and shared at PLT meetings</p>	
Create our own professional learning framework to further develop our pedagogical structure		<p>Professional Learning Team Progression Tools indicate 70 % of teachers take shared responsibility for student and teacher learning (Melbourne University Tools)</p> <p>Teachers complete the "Teacher Self Evaluation Survey " (Melbourne University Tool)</p> <p>Discuss the Annual Staff Opinion Survey mean factor for Collaboration during a whole staff meeting to track staff responses</p> <p>Provide workshops for staff on developing Performance and Development Plan goals to be aligned to the School Strategic and Annual Implementation goals</p> <p>Professional Learning is structured to meet the entry levels of staff's needs (PD Calendar)</p> <p>Teachers plan for different reading abilities in classroom</p> <p>School Self Evaluation has been undertaken and indicates the next level of work</p>		<p>Professional Learning Team Progression Tools indicate 100 % of teachers take shared responsibility for student and teacher learning (Melbourne University Tools)</p> <p>The "Teacher Self Evaluation Survey " survey indicates + 1.5% growth in practice (Melbourne University Tool)</p> <p>Increased scores in the Annual Staff Opinion Survey mean factor for Teacher Collaboration from 60.35% to 61%</p> <p>Staff Performance and Development goals are aligned to the School Strategic and Annual Implementation goals</p> <p>Increased scores in the Annual Staff Opinion Survey mean factor for Professional Learning from 69.5% to 70%</p> <p>Teachers use a selection of reading strategies to improve students reading</p> <p>School Strategic Plan for 2017 – 2021 specifies the next level of work for the school community</p>	
Assessment data is used effectively in the development and implementation of a differentiated curriculum according to individual student needs		<p>All teachers investigate a collection of assessment data in their PLT's to inform their teaching</p> <p>Moderation practices during Learning Centre and PLT meetings result in greater consistency between the Judgement Tool data and ABLES data – Semester 1 data</p> <p>Teachers use ABLES and AusVELS Judgement Tool data to show student improvement during Performance and Development Discussions (Mid Cycle)</p> <p>Professional Learning workshops have been delivered to teachers on the use of Oxford Reading Levels assessments (PD Calendar)</p>		<p>All teachers investigate and use a collection of assessment data in their PLT's to inform their teaching</p> <p>Moderation practices result in greater consistency between the Judgement Tool data and ABLES data</p> <p>Teachers use datasets to show student improvement during Performance and Development Discussions (End of year)</p> <p>Teachers are confident in using the Oxford Reading assessments twice a term</p>	

Appoint a Pre AusVELS coach to develop practices across the school		Pre AusVELS Coach identify teachers working with complex needs students to model a range of teaching approaches Staff in Pilot Group start to use Proloquo teaching strategies Discussions and observable behaviours with staff (pilot group) indicates an increase in self-efficacy in teaching complex needs students Mid Cycle PDP meetings with staff from Pilot Group indicate they have an understanding of the use of Proloquo in their classrooms		Teachers working with complex needs students use a range of teaching approaches in teaching complex needs students Staff from pilot group are reasonably confident in modelling the use of Proloquo2go to their students Increased scores in the Annual Staff Opinion Survey mean factor for Collective -Efficacy from 68.15 % to 69% The Pilot Group staff feel supported and demonstrate professional growth which is evident in their PDP's	
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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	
Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive learning environment		Staff utilise the new PBIS resources and documentation e.g. expectation matrix, reinforcement matrix, consequence flow chart Staff complete modules on de-escalation strategies Compass system has been rolled out across the campuses and 60% of staff is entering PBIs data onto COMPASS The bank of self-modelling videos has been entered into Clicker Connect and shared with staff		Clear structures and routines are visible in all classrooms Increased scores in the areas Attitude To School Survey mean factor for Student Relationships to 3.42, Student Wellbeing to 5.34 and Teaching and Learning to 4.37 Increased scores in the Annual Staff Opinion Survey mean factor for Resilient, Supportive Environment from 61.83% to 62% Staff confidently follows the process to enter PBIS data onto COMPASS Staff has access to a bank of self-modelling videos	
The NPDL Framework will be used to promote and foster deep learning design providing students with meaningful and authentic learning opportunities.		Staff at BRC are investigating strategies in building students resilience A NPDL working team is developed to build capacity and understanding of the NPDL Framework at a whole school level Teachers to begin to use Deep Learning tools in their teaching and learning to support students to think deeper and broader NPDL coach work with group of teachers to develop understanding and application of thinking tools		Increase in Attitudes to School survey: Student Relationships Years 7 – 12 from 3.48 to 3.49 Teachers to use the deep learning competencies rubrics; collaboration, communication, citizenship, character, critical thinking and creatively to set goals for student learning projects. NPDL Rubrics/Competencies are changed into student friendly language and are being used by teachers to inform teaching and learning. PLT's at BRC adapt the Deep Learning Tools to plan for problem solving and creativity in 80% of their teaching and learning	
Develop a process for induction for new staff and students to WPS and address identified needs		Mentor and coaching program has been established A 3 day Induction Program has been implemented the year before. Weekly New Teacher meetings has a focus on "getting back to basics" (New Teachers Meeting Program) Coaches identified needs of new staff and supported them in the development of practice – time tabled Assistant Team Leaders provided iPad support to new staff. iPads have been rolled out to new staff the year before to develop familiarity with apps and		All new staff indicate that they had ample support in building their teaching and learning skills Increased scores in the Annual Staff Opinion Survey mean factor for Induction. Survey after the Induction Program indicates new staff feel prepared for the year ahead Coaches provide ongoing targeted professional learning in building the efficacy of new staff New staff feel supported in using technology such as iPad apps in teaching and learning	

	iPads. All new staff attended at least two professional development sessions with Andrea Hillbrick		New staff attend Andrea Hillbrick's modelling of lessons and feel supported in their teaching and learning	
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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	
Improve student attendance through student engagement, voice and school connectedness.		Attendance and punctuality acknowledged through whole school PBIS reward systems Teachers use COMPASS for marking rolls Identify students who could be bus buddies and develop afternoon routine Update Attendance Policy and protocols for continued absences Students have the opportunity to develop school pride through the Arts and celebrate these at assemblies During Learning Conferences student set personal and learning goals semester 1 Learning Intentions and Success Criteria form part of teachers lesson structure through feedback and assessments		A decline in student absence trend and there is an increase in student engagement COMPASS is used across the school for student management and attendance monitoring Bus Buddy program develops student confidence Attendance Policy is implemented across the school community Increase in Parent Opinion Survey (School Climate and Student Engagement) from 5.76 to 5.83 SRC meet regularly and engage in action projects within the school End of year Art festival and Harmony day celebrate school pride Students in Middle and Later Years set and track personal learning (reading) goals Learning Intentions and Success Criteria displayed in all classrooms	
Students have access to Post School Options		Communicate with and involve parents in the SBAT program which is a natural extension of the work experience program in VCAL There is regular collaboration between Bethany Road campus, Cayley's Road campus and VCAL to deliver Career Education and Vet programs R U Ready Profiles Developed Take record of existing partnerships and allocate students to suitable work experience program		There is an increase of students accessing the SBAT program There is an increased work experience and vocational opportunities for students at the Cayley's road campus Shared programming is resulting in improved student achievement data in VCAL, Cayley's Road and Bethany Road campus There is an increase in number of community partnerships	

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	
The appointment of a complex Needs Coach to support staff with teaching strategies for students in Levels A - D		Professional Learning sessions and workshops provided to teachers – PL calendar		Increased scores in the Annual Staff Opinion Survey mean factor for Collective –Efficacy to 65%	
The UMNOS Reading Team		Reading strategies (4 pillars) have been implement at PLT and classroom level – Planning days		Improvement in AusVELS and ABLES data: Reading increase with 1 % of students working in AusVELS levels	

develops staff capacity in pedagogical content knowledge in Reading		Coach in classrooms and deliver after school PL to develop teachers capacity to implement 4 pillars of reading – Time Table and PL Calendar Improvement in AusVELS and ABLES data: Reading increase with 1 % of students working in AusVELS levels			
The NPDL develops 21 st Century skills in students with a focus on resilience, problem solving and communication		Cohort of staff and students identified have received PL and coaching - Time Table and PL Calendar Attend regular PLT leaders meetings to recommend and implement future direction – PLT Program Outline of NPDL has been communicated with whole school – PL Calendar		Increase in students celebration of 21 st century learning skills such as Adobe Voices and the promotion of WPS into the wider community	
Professional Development framework established		PL Calendar outlines Andrea Hillbrick’s work List of staff with whom Andrea will be working is available Feedback on Curriculum day survey provides direction for future PL New Staff classroom observation program is made available Whole School Scope and Sequence Documents is successfully implemented Instructional Rounds informs PL – PL Calendar Mid Cycle PDP indicates staff is achieving their goals		Increased scores in the Annual Staff Opinion Survey mean factor for Professional Learning: School Level Support, Applicability of Professional Learning and Feedback	
Establish a staff induction program		New Staff meetings occur every Friday afternoon for 50 minutes All new staff have attended at least two professional development sessions with Andrea Hillbrick UMNOS and NPDL Coaches have established the learning needs of new teachers and provided an overview of their work in classrooms		Increased scores in the Annual Staff Opinion Survey mean factor for Induction	