

2016 Annual Implementation Plan: for Improving Student Outcomes

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Tallangatta Primary School 2016

Based on Strategic Plan 2014-2017

1.1

1.2 Endorsements

Endorsement by School Principal	Signed:  Name: Ellyssa Brennan Date: 23 MARCH 2016
Endorsement by School Council	Signed:  Name: Rick Smith Date: 23 Mar 2016
Endorsement by Senior Advisor	Signed: Name: Date:

Jody Grimmond 24/3/2016



NOTE: Endorsed at our School Council meeting on Wednesday 16th of March.

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	Achievement	Engagement	Well-being	Productivity	✓
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 school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.						
<p>RATIONALE: Our selection was based on the areas of need highlighted in our Peer review in 2014 and subsequent Strategic plan.</p> <p>The Peer review panel found that teacher judgements were consistently below the results achieved in other tests (NAPLAN, On-Demand testing) and that in F-4 there were no student assessed at A or B on end of year reports in 2013 in key areas of literacy and numeracy, despite evidence of higher achievement. The panel recommended that the professional development be focussed on; the development of teacher knowledge of the school curriculum plans; the use of assessment tools, including analysis of data; the moderation of assessments by groups of teachers and raising expectations of teachers especially for our medium to high achievers.</p> <p>Our 2015 NAPLAN results show that whilst we are generally trending up and showing an improvement on previous years (excepting grade 5 reading, grammar and punctuation which shows a downward trend), our data still shows that our year 5 cohort are consistently working below or significantly below the State. Our year 3 data shows we are working on par with the State.</p> <p>Our ACHIEVEMENT goal in our 2014 – 2017 Strategic plan seeks to:</p> <ul style="list-style-type: none"> Improve student learning outcomes in key learning areas such as spelling, writing, grammar and punctuation and numeracy. In the 2016 year, we had specified that we would develop a whole school Curriculum Plan for Writing, detailing a continuum of development, content and skills from F-6. Particular emphasis to be placed on developing teacher knowledge of Writing as part of the implementation of this plan. Grammar and punctuation would form a through line in this plan. We also planned to explore assessment – 2015 feedback indicated that we would like to consider using the Big Write Assessment Criterion document to assess our students in writing and plot their process from year to year. <p>In our 2015, as part of our AIP and in an effort to begin to address these initiative areas, Tallangatta Primary:</p> <ul style="list-style-type: none"> Funded a curriculum co-ordinator position which included curriculum development, mentoring and providing professional development for other staff. Made a notable financial investment in the exploration of a range of writing programs. We now need to translate this exploration into a curriculum planning and assessment document. Successfully applied for the Primary Maths and Science grant. This will be rolled out in 2016 and 2017 and will see the development of two maths/science specialists in our school. Our specialists will be responsible for developing high quality curriculum planning and assessment documents within the school in addition to mentoring other staff in the area of numeracy and science. Engaged with the VCAA around the new Victorian Curriculum with a specific focus on the general capabilities. We are now just one of 11 schools in the State involved in an action research project, working with Professor Bill Lucas (Expansive Education) exploring how different schools are tackling the general capabilities. Made a commitment to assess and report against the Victorian Curriculum learning areas in 2016. 						
Key Improvement Strategies (KIS)						
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.						
Initiative:	KIS					
Excellence in teaching and learning	Building Practise Excellence	<ul style="list-style-type: none"> Building practice excellence: Teachers, principals and schools will work together 				
	Curriculum Planning and Assessment	<ul style="list-style-type: none"> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs 				
Community engagement in learning	Building communities:	<ul style="list-style-type: none"> Schools will strengthen their capacity to build relationships with the broader community by partnering 				

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT									
Goals	Targets:	In 2016, we aim to:	12month Targets						
Improve student learning outcomes in key learning areas such as spelling, writing, grammar and punctuation and numeracy	Develop a deeper level of teacher knowledge and pedagogical skills in the of: <ul style="list-style-type: none"> - spelling, - writing and - grammar and punctuation - Numeracy As a result, teacher assessment and reporting is refined.	Increase school mean in NAPLAN results for writing, spelling, grammar and punctuation to be within or above state mean.	Year 3		Year 5				
				2015 State	2015 TPS	2016	2015 State	2015 TPS	2016
			Writing	432	410	Within 5% of State mean	491	50% fall below the 25% percentile	Have 80% fall above the 25% percentile
			Grammar & Punctuation	440	424	Within 5% of State mean	511	421	Within 20% of State mean
			Spelling	420	392	Within 5% of State mean	505	459	Within 20% of State mean
Numeracy	411	415	Within 5% of State mean	504	474	Within 10% of State mean			
			2015 Low Gain	2015 Medium Gain	2015 High Gain	2016 Low Gain	2016 Medium Gain	2016 High Gain	
		Increased proportion of students with medium or high relative gain in spelling, writing, grammar and punctuation and numeracy in the matched cohort (year 5 NAPLAN data)	Writing	45%	45%	10%	<20%	>50%	>30%
			Grammar & Punctuation	40%	60%	0%	<20%	>50%	>30%
			Spelling	40%	50%	10%	<20%	>50%	>30%
			Numeracy	40%	40%	20%	<20%	>50%	>30%
		English Online data for writing shows increased proportion of students operating beyond expected level in each cohort (Year 1 and Year 2)	In 2016, we aim to raise our EOI scores by 30% for our high achieving students (students in the 75%+ percentile) on our results from 2015 as mapped in the group progression table.						
		Mathematics Online data for numeracy shows increased proportion of students operating beyond expected level in each cohort (Year 1 and Year 2)	In 2016, we aim to: Raise our EOI scores by 30% for our high achieving students (students in the 75%+ percentile) on our results from 2015 as mapped in the group progression table.						
	Development of a whole school curriculum plans for spelling, writing, grammar and punctuation, and numeracy.		<ul style="list-style-type: none"> - Create a whole school writing curriculum plan - Begin a whole school numeracy curriculum plan - Begin a whole school science curriculum plan - Implement and track student growth against the spelling curriculum. 						
	Assessment and reporting shows a greater degree of accuracy and personalisation, which helps extend all students.		<ul style="list-style-type: none"> - Teachers can provide more than one piece of evidence to substantiate their professional judgement against the Victorian Curriculum. 						

KIS	Build teacher capacity to identify consistent judgements in spelling, writing, grammar and punctuation and numeracy assessments. Staff will promote a higher expectation for student achievement.				
SSP Targets	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop a deeper level of teacher knowledge and pedagogical skills in the of: spelling, writing, grammar and punctuation and numeracy	Use the Maths & Science Initiative grant funding to improve the teaching of maths and science within the school.				
	Appoint two maths/science specialists within the school	Release staff to attend the designated 20 days of targeted professional learning over 2016 and 2017.	Principal	2016 - 2017	Staff attend all specialist professional development days and share their learning with other staff. Student data shows improvement on baseline data.
	Allocate time for professional learning through PLT's	Provide time allocation/timetabling support Meeting Schedule	Principal Specialists	4-6 PLT's per term	Staff participate in focussed learning experiences that enhance their content and pedagogical knowledge and can articulate how this has enhanced student outcomes.
	Specialists build teacher capacity through mentoring/coaching	Dedicated release time to coach teachers	Specialists	T2 2016 onwards	Planning regularly and rigorously reviewing and developing curriculum, assessment and planning for all students in maths and science.
	Build connections to other schools including participation in the Cluster Numeracy group	Provide opportunity to attend	Specialists Staff	T2 onwards	Share learning with other like-minded individuals, thereby enhancing collective practise.
	Develop staff knowledge and pedagogical skills in writing, grammar and punctuation.				
	Appoint a Literacy leader to guide staff professional development in writing, grammar and punctuation.	FISO funding to release Literacy Coordinator	Principal Literacy Leader	From T2	Literacy leader ensures staff have an ongoing focus on improving their understanding by regularly and rigorously reviewing and developing curriculum, assessment and planning
	Allocate time for professional learning through PLT's	Provide time allocation/timetabling support Meeting Schedule	Principal Specialists	2-3 PLT's per term	Staff participate in focussed learning experiences that enhance their content and pedagogical knowledge and can articulate how this has enhanced student outcomes.
	Literacy leader builds teacher capacity through mentoring/coaching	Dedicated release time to coach teachers	Specialists	T2 2016 onwards	Planning regularly and rigorously reviewing and developing curriculum, assessment and planning for all students in writing, grammar & punctuation.
	Development of a whole school curriculum plans for spelling, writing, grammar and punctuation, and numeracy.	Implement the Spelling curriculum plan.			
Staff ensure they cover all the elements identified in the Spelling curriculum plan throughout the year.		Yearly planner documentation	Literacy Leader Staff	Ongoing	Students develop a comprehensive exposure to and explicit teaching of the various spelling elements across the whole school.
Provide feedback which is used to refine the spelling curriculum plan and realign it with the Victorian Curriculum.		Included in Meeting Schedule	Literacy Leader Staff	T3 and T4	The spelling curriculum document includes direct statements from the Victorian Curriculum and is amended yearly in response to feedback in T4.
Improve teacher capacity to teach and assess numeracy, science, writing, grammar and punctuation more effectively.					
Develop a whole school curriculum plan for writing and grammar & punctuation, detailing teaching expectations, language use, and outlining a continuum of development, content, and skills from F-6.		Appointment of Literacy Leader Time release provided	Literacy Leader	By T4	School wide consistent planning and program implementation with common language in the teaching of writing, grammar and punctuation and use of learning intentions and success criteria
Develop a whole school curriculum plan for mathematics detailing teaching expectations, language use, and outlining a continuum of development, content, and skills from F-6.		Appointment of Literacy Leader Time release provided	Maths/Science Specialists	By T1 2017	School wide consistent planning and program implementation with common language in the teaching of mathematics and use of learning intentions and success criteria.
Develop a whole school curriculum plan for science detailing teaching expectations, language use, and outlining a continuum of development, content, and skills from F-6.		Appointment of Literacy Leader Time release provided	Maths/Science Specialists	By T4	School wide consistent planning and program implementation with common language in the teaching of science and use of learning intentions and success criteria.
Share drafts with staff and use feedback to refine curriculum plan.		Included in meeting schedule	All staff	By T3 or T4	Staff 'own' the document by shaping its direction with specific feedback.
Use plan to update A3 TPS yearly planners for each grade level		A3 yearly planner documents + time to update	Literacy Leader	By T4	Planners reflect the changes and will be ready for a 2017 trial.
Assessment and reporting shows a greater degree of accuracy and	Revisit our reporting procedures in light of the introduction of the Victorian Curriculum				
	Examine VCAA map 'reporting to parents' minimum requirements (most areas have a two year period of development).	Reporting processes documentation	T2	Reports Coordinator + Principal	VCAA Curriculum reporting map clearly shows minimum expectations for reporting to parents.

personalisation, which helps extend all students.	Use this to determine when each learning area/capability will be reported on and link this to curriculum planning.	Reporting processes documentation	T2	Reports Coordinator + Principal	TPS reporting planner is clearly compliant to the VCAA minimum expectations for reporting to parents but shows the translation into the TPS context. .
	Redesign the reporting format to include the general capabilities.	GradeXpert + Time to trial	T2	Reports coordinator	New report format contains the general capabilities.
	Communicate these changes with the community.	Reporting processes documentation	T2 & T4	Reports Coordinator	Explanations included in the newsletter and with the reports explain how the new Victorian Curriculum will be reported against.
	Improve assessment practises and procedures within the school.				
	Develop a shared understanding of what constitutes 'evidence' and how this can be collated and stored onto GradeXpert	Generation of an assessment expectations document PLT time	T3 onwards	Curriculum+ GradeXpert coordinator	Staff can substantiate their teacher judgements with multiple sources of evidence that are recorded into GradeXpert.
	Explore different assessment methods/programs to enhance our assessment of students.	Budget considerations Time release	Specialists	Ongoing	Teachers use a range of assessments to determine student's abilities. Each assessment form provides specific feedback to the teacher.
	Use assessment effectively to map student learning and extend students into their zone of proximal development.	Assessment schedule & expectations document	Curriculum leaders	Ongoing	Assessment data is used to inform teaching and personalise learning for all students.
	Track student growth through a central data source – GradeXpert.	GradeXpert program PLT time for PD	GradeXpert leader. Staff	Ongoing	All students have an assessment portfolio contained within GradeXpert which contains a range of data that is gathered throughout the year.
	Assessment and analysis of baseline data in numeracy, science and writing, grammar & punctuation.				
	Collate and analyse baseline data in writing/grammar & punctuation using the 'Big Write' assessment	Time release Dedicated meetings with Principal	Specialists	By mid T2	Specialists can identify teaching strengths and areas for improvement and use these to inform learning, planning and curriculum development.
	Collate and analyse baseline data using Mathematics Online and OnDemand mathematics assessments.	Time release Dedicated meetings with Principal	Specialists	By mid T2	Specialists can identify teaching strengths and areas for improvement and use these to inform learning, planning and curriculum development.
	Analyse, profile and monitor effect size in NAPLAN result in numeracy, writing, spelling, grammar and punctuation.	Use of school based spread sheet	Leadership	End term 3	Teacher judgements against Victorian Curriculum match NAPLAN results and show the full range of student achievement, with moderation discussion regarding ratings above expected level.
	Undertake an Action research project with the Victorian Curriculum and Assessment Authority (VCAA) investigating the implementation of the General Capabilities.				
	Conduct a curriculum audit identifying where the capabilities currently lie within the curriculum and identify areas that are well provided for/need further development.	VCAA curriculum audit documents	VCAA Project Leader	T1	Audit documentation is used to determine curriculum planning in 2016.
	Create a plan to sustain and extend areas of covered well and address areas requiring teacher professional knowledge and pedagogy development.	VCAA curriculum audit documents Time release	VCAA Project Leader	T1	The plan directs staff professional learning throughout 2016.
Allocate time for professional learning (including content and pedagogical approaches) through PLT's and Pupil Free days	Provide time allocation/timetabling support Meeting Schedule	Principal Specialists	1-2 PLT's per term	Staff participate in focussed learning experiences that enhance their content and pedagogical knowledge and can articulate how this has enhanced student outcomes.	
Reimagine how we can teach the capabilities within the school, and create a teaching expectations document.	VCAA curriculum audit documents Time release	VCAA Project Leader	T2- T4	Expectation document reflects capabilities, Kidsmatter ethos and school vision	
Trial the teaching of an identified capability and assess.	Timetabling Planning and assessment documentation	Staff	T2- T3	Documentation and assessment reflect experimentation by staff who are supported by Professional Learning.	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	Improve student engagement in their learning				
SSP Targets	Increased evidence of student voice, including students from the F-2 cohort.	Continue to provide opportunities for Grade 4, 5 and 6 students to view and discuss the Attitudes to School Survey Data.	Absences in years 5 and 6 are within the range of state-wide average.		
12month Targets	In 2016 we aim to: Run a SRC with student representatives from each grade level	In 2016 we aim to: Improve our 2015 DET student survey 'teaching and learning' element results (mainly in the 1 st quartile with only learning confidence & stimulating learning making it to the 2 nd quartile) by a minimum of one quartile in the 2016 percentile rankings.	In 2016 we aim to: Have student absence data that is on par with the state for our grade 5 and 6 students.		
KIS	Create opportunities within the school community for student voice.				
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
Increased evidence of student voice, including students from the F-2 cohort	Student opinion will be sought on school based matters throughout the year.				
	All students will be surveyed to determine their level of engagement with the school and their class. Data will be used to enact change if required.	Student Opinion Survey provision School based surveys	Kidsmatter leader Principal + staff	T2	Students share their thoughts about their schooling experience. Students see and participate in action for improvement as a result.
	Students will be surveyed to collect information about student safety and class behaviour.	Student Opinion Survey provision School based surveys	Kidsmatter leader Principal + staff	T2 – T3	Students comment directly on these two elements and are aware of the importance and impact of these factors.
	Students will participate in a bullying survey with follow up conducted by the Principal.	School Bullying survey	Principal + Staff	T3	Bullying information is collected and any reports are followed up on by the Principal to send a clear message to those involved and the community that bullying will not be tolerated.
	Students will provide feedback to staff about their learning at least twice week.	Class norms	Staff	Weekly	Feedback from students becomes a normalised component of staff practise and is focussed on learning intentions.
	Investigate student lead forums to provide feedback on school programs	Establish forums, norms etc	Program leader Principal	Termly from T2	At least 3 different student lead forums are investigated and at least two are trialled to collect information.
	Run a Student Representative Council (SRC) within the school				
	The SRC will run on a semester basis for students in 3-6 and a termly basis from students in F-2 to increase involvement. Gender representation will sought where possible. The SRC will meet at least twice a term.	SRC budget line Appointment of SRC coordinator	SRC Coordinator	T1/T3	The SRC is an active part of the school community throughout the year.
	The SRC will co-ordinate whole school activities each term (at least one in term 1 and 2 each term thereafter). Not all SRC events will be based on Fundraising.	SRC planning documents	SRC Coordinator	Ongoing	The SRC's events are seen as being of benefit to the school or wider community and may include fundraising.
	The SRC will be asked to discuss and provide feedback on school based issues from time to time.	SRC Meeting time Selection of issue	Program leader	Termly	The SRC views themselves as a representative body and provide feedback to the school
Continue to provide opportunities for Grade 4, 5 and 6 students to view and discuss the Attitudes to School Survey	Students in grades 5 and 6 will analyse the Attitudes to School Survey data.				
	Students will participate in a pre-survey session to introduce the purpose of the survey. Students will also examine the varying scales.	Sessions timetabled	5/6 teacher Principal	Early T2	Students can articulate the purpose of the survey, its uses and the different scales used within the survey.
	Students in 5/6 will complete the Attitudes to School Survey.	Survey timetabled	5/6 teacher	T2	A concerted effort will be made to ensure that all students in grade 5/6 complete the survey.
	Students in 5/6 will participate in sessions that encourage students to view and discuss the Attitudes to School Survey data.	Sessions timetabled	5/6 teacher Principal	T3 & T4	Follow up data sessions see students directly interacting with the data, 'owning' their responses and providing potential evidence to substantiate their thoughts.

Data	Students identify at least one area needing improvement and generate strategies to address their concerns.	Support for students May require resource commitment	5/6 teacher Principal + staff	Late T3	Students are proactive about their data and actively take steps to address one of their areas of concern.
	Enact the selected strategies and assess effectiveness.	Assessment rubric for students	5/6 teacher Principal	T4	An assessment rubric is generated to allow students to self and peer assess. Effectiveness of their actions are assessed against this.
Absences in grades 5 and 6 are within the range of state-wide average.	Improve student absence rates especially in grades 5 & 6				
	Examine existing absence procedures to identify areas of strength and weakness.		Principal + staff	T2	Implicit and explicit procedures are examined to determine school stance/belief around attendance (as determined by actions)
	Develop a student absence policy and associated procedures.	Generation of policy	EPPR Committee Principal	T3	A student absence policy is generated in accordance with departmental guidelines. Supporting procedures are clearly documented and demonstrate a clear commitment to attendance.
	Communicate importance of regular attendance through the newsletter and actions of the school in the event of absence.	Administration time allocated	Principal + staff Administration	From T2 onwards	A phone call requesting purpose for absence is made on the day (response or 'left message') and recorded in GradeXpert. Follow up confirmation is expected on student return. The importance of attendance is promoted regularly in the newsletter.
	Promote attendance through termly awards and acknowledgement.	Award ceremony created	Principal	Ongoing	Students are presented with a termly award during the last assembly of the term celebrating perfect attendance (with a small prize) & 1 day absence (certificate only)

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING																								
Goals	To enhance the wellbeing of all students in the school.																							
SSP Targets	Continue to build the positive culture in the school.	Attitudes to school- improvement in student safety and classroom behaviour- increase to reach state wide benchmark.		Seek further parent feedback in regards to their children’s learning and the school’s performance in key areas.																				
12month Targets	In 2016 we aim to: Improve DET student survey ‘wellbeing elements’ and ‘connectedness to peers’ from the 1 st and 2 nd quartiles respectively in 2015 by a minimum of one quartile in the 2016 percentile rankings.	In 2016, we aim to: Show a minimum improvement of 20% on 2015 results, in the areas of ‘student safety’ and ‘classroom behaviour’ as perceived by students and parents.		In 2016 we aim to: - Revise our Individual Learning Plans and our reporting format to align with the Victorian Curriculum.																				
		<table border="1"> <thead> <tr> <th>2015</th> <th colspan="2">student safety</th> <th colspan="2">classroom behaviour</th> </tr> <tr> <td></td> <th>TPS</th> <th>State</th> <th>TPS</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>3.85</td> <td>4.35</td> <td>2.37</td> <td>3.38</td> </tr> <tr> <td>Parents</td> <td>4.48</td> <td>5.50</td> <td>2.85</td> <td>4.26</td> </tr> </tbody> </table>	2015	student safety		classroom behaviour			TPS	State	TPS	State	Students	3.85	4.35	2.37	3.38	Parents	4.48	5.50	2.85	4.26		
2015	student safety		classroom behaviour																					
	TPS	State	TPS	State																				
Students	3.85	4.35	2.37	3.38																				
Parents	4.48	5.50	2.85	4.26																				
KIS	To develop processes and programs that support mental health of our students																							
Targets	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 positive Culture at TPS	Continue to develop the Kidsmatter ethos within the school																							
	Actively promote the Kidsmatter ethos throughout the school and within the community.	Elect a Kidsmatter Coordinator Create signage, promotional material & display	Kidsmatter Coordinator Staff	Ongoing	The Kidsmatter ethos is visible throughout the school and within school communications. A common language is used.																			
	Develop staff understanding of mental health and they can support students.	Time allocation during pupil free days	Kidsmatter Coordinator Staff	Ongoing	Staff confident and consistent in their approach to promoting and addressing Kidsmatter, using common language and strategies while explicitly addressing Kidsmatter practices that address attitudes and thinking.																			
	Improve staff and community understanding of how we can support students experiencing mental health difficulties at TPS.	Financial resourcing Links to community organisations/support services	Kidsmatter Coordinator Staff Kidsmatter Committee	T3 – T4	Staff and the community can clearly identify how students are supported and what support services are available and this is promoted.																			
	Continue to develop component one – every face has a place at TPS.	Kidsmatter Coordinator Planning documentation	Kidsmatter Coordinator Kidsmatter Committee Principal + Staff	Ongoing	School community committed to purpose and plan for the implementation of the Kidsmatter ethos as part of school culture and operation.																			
	Develop a curriculum plan that echoes the Kidsmatter ethos and addresses the Personal and Social Capability outlined in the Victorian Curriculum.																							
	Examine component two and link to the Victorian Curriculum Personal and Social capability curriculum.	Dedicated time release. Professional Development	Kidsmatter Coordinator + committee Staff	T2	Driving elements are linked to the personal and social capability.																			
	Assess effectiveness of current curriculum and pedagogy (including class units of work, curriculum planning documents and play is the way assemblies)	School based assessment tool Dedicated time release.	Kidsmatter Coordinator & committee Staff + Student groups	T3	Feedback is sought from a range of sources using a common assessment tool and collated. Various groups are consulted. Information drives the development of the TPS curriculum plan.																			
	Determine how the capability will be taught and assessed within the school. Generate a curriculum plan for the personal and social capability encompassing F-6	Publish school document	Kidsmatter Coordinator Staff	By mid T4	School based plan developed by staff for addressing personal and social capabilities within the Kidsmatter ethos. School implementation includes refined use of common language, practices and resources.																			
	Link the plan to the Student Engagement Policy.	Organising elements within the policy	Principal & Leadership	By T4	Links between the two documents are explicitly stated.																			

	Review the Student Engagement Policy				
	Seek feedback from students, staff, parents and other stakeholders regarding current policy – identify strengths and areas requiring improvement.	Survey generation Community planning	School Council Staff + Principal Students	T2 – T3	Feedback is sought from a range of sources using a common assessment tool and collated. Various groups are consulted.
	Revisit Departmental requirements for this Policy and ensure they are adhered to.	Dept website	EPPR Committee, Principal	T2 – T3	The Department’s Student Engagement Policy and supporting documentation are shared with stakeholders to broaden understanding.
	Review general capabilities and any curriculum content that may affect the implementation of the policy.	EPPR committee time	EPPR Committee, Principal, Curriculum Leaders	T3	Link to the general capability curriculums and use content to support pedagogical approaches within the school.
	Draft up revised policy and seek feedback from stakeholders. Revise if needed until a general consensus is reached then present to School Council for approval.	Additional time release may be required. Dedicated meeting time Use of student focus groups	EPPR, Principal, staff School Council, parents, students		Feedback is sought from a range of sources and there may be a number of drafts generated in response. Policy revision processes are complied with.
	Promote the revised policy within the community.	Newsletter	Principal		The policy is shared using at least three different modes of communication.
	Address concerns around Student Safety & Classroom Behaviour				
Improve student, staff and parent perception of student safety and classroom behaviour	Examine perception of student safety and classroom behaviour and identify strengths/areas for improvement.	Survey generation Feedback norms	Principal + Kidsmatter Committee	T2 – T3	Data is collected specifically around student safety and classroom behaviour from students, staff and parents. Analysis documentation
	Use findings to enhance revision of the student engagement policy (within Departmental guidelines).	Dedicated committee time	Principal + Kidsmatter Committee	By T4	The student engagement policy is revised and reflects the school ethos and practise.
	Communicate areas of strength with the community.	Newsletter line item	Principal	From T4	Communication materials
	Seek feedback from stakeholders around the format and usefulness of the Individual Learning Plans.				
Seek parent feedback around student learning	Devise a survey that seeks feedback from parents around Individual Learning Plans.	Survey generation Feedback norms	Principal + Curriculum Leaders	T3	At least 50% of our families provide feedback around the ILP structure.
	Collate and analyse the information received and use information to revise or develop ILP practise.	Curriculum team	Principal + Curriculum Leaders	By the end of T3	ILP’s are revised and key outcomes from the survey are acknowledged or addressed in the revised edition.
	Revise our report structure and format to incorporate the Victorian Curriculum.				
	Seek feedback from parents on our existing report format.	Survey generation Feedback norms	Reporting Coordinator	Early T2	At least 60% of our families provide feedback on our existing reporting format.
	Compare at least 4 different report formats from other schools – select areas of interest worth exploring as well as things we don’t like.	Collection of 4 school reports	Principal + Reporting Coordinator	Early T2	AT least 50% of our families have provided feedback on the different formats and indicate things they like/don’t like.
	Collate and analyse the information received and use information to revise our reporting format.	Dedicated meeting time	Principal + Reporting Coordinator	Mid t2	The 2016 reporting format reflects the Victorian curriculum.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	Improve communication within the school and with broader community.				
SSP Targets	Staff climate survey- teacher collaboration increase to reach state wide benchmark.	Staff climate survey- parent and community involvement- increase to reach state wide benchmark.	Parent survey- approachability- increase to reach state wide benchmark.		
12month Targets	In 2016 we aim to: Raise our staff perception of collaboration from 80% in 2015 to 85% or better in 2016 AND improve our perception of 'trust among colleagues' from 61.1% to 75% or better.	In 2016 we aim to: Improve DET staff perception of 'parent and community involvement' from 59.1% in 2015 to 70% or better in 2016.	In 2016 we aim to: Improve DET parent perception of 'approachability' from 48.2% strongly agreeing in 2015 to 60% or better strongly agreeing in 2016.		
KIS	Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community.				
Targets	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN Timeline for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Improve 'teacher collaboration' and 'trust among colleagues' and 'teacher morale'.	Provide opportunities to develop positive working relationships and enhanced teacher morale with all staff members.				
	Organise staff social events or moments of fun.	Election of a Staff Well-Being officer	Termly	Well-Being officer Staff	Staff social function held for interested persons once a term.
	Positive feedback & encouragement provided from leadership and peers.	Leadership to provide personalised feedback to individual staff	Ongoing	Principal + Curriculum Leaders	Staff opinion survey shows improvement in trust among colleagues and teacher morale.
	Brief 'Gratitude moments and positive compliments' are built into the PLT format.	PLT agenda	Ongoing	All staff	Staff provide feedback to the Principal and colleagues about positive moments in their day.
	Opportunities to pursue an area of personal interest in staff Performance Development Plans	Completion of Performance Development Plans & PD support where required.	T1, reviewed T3 completed in T4	Principal + Staff	Staff Performance and Development plans show evidence of personal interest.
	Provide opportunities for team planning and learning throughout the term where possible.	Timetabling Meeting Schedule	Termly	Principal Leadership	Agendas and Minutes show evidence of collaboration & team work
	Provide ongoing opportunities for collaboration amongst staff throughout the year.				
	Work as a group to achieve the VCAA project outcomes	VCAA Project co-ordinator time	Ongoing	Principal + Staff	Agendas & minutes, planning documentation & observation notes show evidence of collaboration.
	Work collaboratively with the Literacy Leader to provide feedback around the school writing curriculum plan.	Scheduled PLT meeting times Meeting Schedule	T2 onwards	Literacy Leader + Staff	Agendas & minutes and draft writing curriculum documentation show evidence of collaboration.
	Work collaboratively with the Science/Maths Leaders to improve the teaching of mathematics and science at TPS.	Provide time release for specialists & staff	Ongoing	Science/Maths Specialists + Staff	Regular mentoring sessions scheduled and conducted with staff. Improved maths/science data for students across the school.
Improve 'parent & community involvement' by promoting opportunities for involvement.	Promote involvement in the P&C and School Council				
	Increase the profile and 'visibility' of the School Council and the P&C within the school community.	Collaborate with P&C and School Council to achieve targeted objectives.	Ongoing	Principal + P&C/SC Presidents	School Council and P&C members are highly visible within the community and are represented at all school events.
	Promote actions of the School Council and P&C in newsletter.	Dedicate newsletter space to P&C and School Council.	Ongoing	Principal + P&C/SC Presidents	Regular School Council and P&C Updates are included in the school newsletter, on the website and on Tiqbiz.
	Include profile statements to inform the community		Term 2	P&C/SC Presidents	Profiles of School Council & P&C members included in the newsletter
	Provide opportunities for community groups and/or community members to be involved in the school.				

	Invite community groups into the school to support student learning either within the classroom or as a whole school.	Provide induction. Comply with Departmental Guidelines.	At least once per term	Principal + All staff	Community groups visit the school and student reflection shows evidence of learning.
	Take the school or school representatives into the community to support local projects/events or extend student learning.	Liase with community groups Comply with Departmental Guidelines.	At least once per term	Principal + All staff	Students interact in the community and reflection from stakeholders shows evidence of the interaction and improvement.
	Encourage community members to volunteer within the school to support student learning.	Provide induction. Comply with Departmental Guidelines.	Ongoing	Principal + All staff	Volunteers interact with the school throughout the term.
	Hold a variety of events throughout the year inviting families and members of the community to engage with the school.				
	Plan a number of events throughout the school year inviting families and the community to celebrate student learning.	Events included in the school calendar Basic catering will be covered.	Termly	Principal, staff, Curriculum leaders, SRC leader	More than 3 events are planned, promoted and celebrated within the school community.
	Hold at least two whole school multi-age sessions/activities celebrating significant educational events.	Events included in the school calendar Event overviews will be planned by Curriculum leaders.	Termly	Principal, staff, Curriculum leaders, SRC leader	Indonesian Multi-age day and numeracy/science day planned, promoted and celebrated within the school community.
	Provide the community with opportunities to attend Curriculum Development session on the Victorian Curriculum.	Basic catering will be covered.	T2 and T4	Principal, staff, Curriculum leaders.	Victorian Curriculum information sessions held prior to reports being sent out to enhance understanding within the community.
	Identify, evaluate and promote or refine the different modes of communication used at TPS.				
Increase school approachability by improving our communication with stakeholders	Identify the various forms of communication and promote within community.	Use existing forms to share alternative forms of communication with community.	Ongoing	Principal All staff	Promotion within the community shows evidence of different forms of communication.
	Conduct an audit of the level of use and preference for the various forms by parents and community members.	Publish survey in multiple formats Allocate time within Kidsmatter agenda	T2	Principal + Kidsmatter committee	As a result of the survey, preferred forms of communication are targeted and enhanced where possible.
	Collate and analyse the information.		Early T3		
	Refine practice and re-promote communication modes within the school community.	Revise communication policy	From Mid T3 onwards	Principal + Kidsmatter committee	Communication policy outlines various forms and any expectations surrounding these.
	Improve/develop the capacity of the school community to use our school app to communicate with the various stakeholders				
	Renew our Tiqbiz license for 2016	Budget to finance the 'Tiqbiz' App (cost to be jointly shared with the P&C)	Yearly	Principal & Business Manager	TiqBiz appears as a budget line and can be tracked through Cases21.
Active promotion in the school newsletter	Allocate time to administration assistant to write reminder article.	Monthly	Administration Assistant	Increase our registered users to 70 or more.	
Regular updates and reminders using the Tiqbiz calendar and event posts.	Allocate time to the administration assistant to update the school calendar and add events.	Weekly	Administration Assistant	The school calendar is up to date on the App.	
Tiqbiz post with attached permission notes for any permission forms sent home.	Upskill staff to use the App (initially in PLT's) Include in meeting schedule	By the end of T2	Principal	Staff to upload permission notes for events, excursions etc to the App.	
Use Tiqbiz to share a 'class update' promoting curriculum and positive behaviours with the parents – initially trialled once a fortnight. Feedback sought to determine usefulness.	Upskill staff to use the App (initially in PLT's) Include in meeting schedule	Fortnightly from T2.	Leadership + Staff	Each class has fortnightly updates on the App celebrating learning or positive classroom behaviours (capabilities). Feedback clearly indicates usefulness to parents.	
Promotion of the one-to-one feature of the App to send notes from parents to the school. ie bus notes or absence notes.	Upskills parents in a Tiqbiz 5min briefing at the T2 Open Day.	Monthly from T2 Open Day.	All staff	20% of our registered users have used Tiqbiz to communicate with the school at some point throughout the second semester and at least 10% of our users communicate consistently through Tiqbiz.	

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		
