2017 Annual Implementation Plan: for Improving Student Outcomes

4843

Parktone Primary School

2017

Based on Strategic Plan 2015-2017

## Endorsements

|  |  |
| --- | --- |
| Endorsement by School Principal | Signed:  Name: George Danson  Date: November 30th 2016 |
| Endorsement by School Council | Signed:  Name: Paul Bender  Date: November 30th 2016 |
| Endorsement by Senior Advisor | Signed:  Name: Chris Chant  Date: |

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

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

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

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

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

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

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

Summary page: the school’s priorities and initiatives

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

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

|  |  |
| --- | --- |
| **Initiatives Rationale:** Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention. | |
| **Building Leadership Teams:** In 2016 we introduced PLTs as a form of distributed leadership. This change is significantly responsible for improved staff attitudes to school relating to leadership. In addition we have started to see an impact on teaching and learning with the PLTs introducing evidence-based school improvement initiatives for 2017. The PLT leaders will require continued development and regular support throughout the implementation of the initiatives they are leading. Due to some workforce changes our 2016 leading teacher is back in the classroom, we will have a Literacy Leading Teacher and a Numeracy Leading teacher who will share a class and we have a new PLT leader. For these reasons, a continued focus on the development of our leadership team is required.  **Curriculum Planning and Assessment:** 2016 saw a dramatic turn-around in growth results for students across the school with a shift in students who showed low growth from 57% in 2015 to 29% in 2016; most of the improvement transitioning to a medium level growth from 36% in 2015 to 62% in 2016. We also saw significantly improvement in Reading and Writing. Just 15% of our students showed low growth in Reading while 32% showed high growth. Just 8% of our students showed low growth in writing while 47% showed high growth. The work that we began on structuring the timetable, structuring planning meetings, setting expectations around consistent planning, agreeing upon a shared instructional practice, delivering a consistent content, development of Key Assessment Tasks and ongoing reporting are all integral to the improvement we have seen in literacy and numeracy so far and it is essential that this remains our focus until the shared understandings and processes move from being ‘introduced’ to ‘established’. | |
| **Key Improvement Strategies (KIS)** List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas. | |
| **Initiative:** | **KIS** |
| **Building Leadership Teams** | * Induction of two new Leading Teachers and a new PLT leader * Development of Leading Teachers and PLT leaders * Train Leading Teachers to be coaches * Develop principal capacity around community engagement and consultation |
| **Curriculum Planning and Assessment** | * Consolidate use of meeting times and planning times to facilitate consistent planning of curriculum and assessment - done * Ensure planning documentation consistently reflects agreed literacy and numeracy instructional practices * Provision of whole staff numeracy and literacy professional development in terms 2 and 3 respectively |

Annual Implementation Plan: for Improving Student Outcomes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ACHIEVEMENT** | |  | | | | |
| **Goals** | Improved outcomes for students in reading and writing | **Targets** | Reduce variability of Reading and Writing teaching practices between classrooms across the school.  Achieve 5% above the state mean score in Reading and Writing  **NAPLAN Year 5 Relative Growth**  By 2018 NAPLAN Reading results will indicate 20% or less students with LOW GROWTH and 30% or more with HIGH GROWTH  By 2018 NAPLAN Writing results will indicate 15% or less students with LOW GROWTH and 35% or more with HIGH GROWTH  By 2018 NAPLAN Numeracy results will indicate 25% or less students with LOW GROWTH and 15% or more with HIGH GROWTH | | | |
| **12 month targets** | Reduce variability of Reading and Writing teaching between classrooms  Achievement in Reading, Number and Algebra and Measurement and Geometry, according to On Demand Testing, Essential Assessment and evidence-based teacher judgements against Victorian Curriculum, shows an average minimum of 12 month’s growth over 12 months | | | |
| **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** |
|
| **Consolidate use of meeting times and planning times to facilitate consistent planning of curriculum and assessment** | Organise timetable to ensure each year level meets together at least once in the week for admin and PLT goals | | Time spent organising timetable | Timetabler (Caleb) | By the beginning of each term | Each year level meets once a week to work on admin and PLT goals |
| Use Monday afternoon as a time for all PLTs to meet for curriculum and assessment planning  Train staff on how to use curriculum and assessment planning time to hold a focused pedagogical discussion of all lesson in the next teaching week  Train staff to ensure pedagogical discussions include an explanation of all learning intentions and demonstration of all explicit teaching  Use of curriculum days in term 2 and 4 to cater for whole team curriculum and assessment planning  Specialist weeks in term 1 and 3 to facilitate whole team curriculum and assessment planning | | Dedicate Monday 4pm to 5pm as PLT curriculum and assessment planning  Induct new staff on expectations and planning guidelines  Principal class members rotationally sit-in on PLT meetings to monitor and support efficient and effective use of time  Use a ‘checklist’ approach to maintain accountability around what is expected from those responsible to share their planning  Advertise Curriculum days  Timetable specialist weeks | All staff attend  Principal Class members monitor  Caleb | Over a 2 year period beginning 2016  Beginning of 2017 | PLTs are efficiently and effectively making use of planning time as indicated by observed adherence to planning guides and evidenced by completed checklists.  Planning documentation reflects direction as informed by PD learnings  Staff participate in term planning days |
| **Provision of whole staff numeracy and literacy professional development in terms 2 and 3 respectively** | Develop a PD schedule that addresses literacy and numeracy needs across term 2 and 3 | | Time spent developing PD schedule after consultation with curriculum | AP (Caleb) | 1st day of 2017 | Staff participate in all scheduled PD sessions |
| Implement PD schedule  PD sessions are recorded and kept for new staff induction purposes and absent staff | | Spend time preparing for each PD  Staff include in their PDD | Collective responsibility overseen by Caleb  All staff | By end of 2016 |
| Develop a 5 week instructional practice guide for writing  Develop a 5 week instructional practice guide for use of VCOP | | Spend time preparing for each PD  Implement non-negotiable practice  Provide in-classroom coaching for staff who require assistance with implementation | Sophie  Sophie | Throughout 2017 | Staff confidently plan and implement 5 week writing units with a VCOP overlay  Coaching occurs for staff who require it |
| Develop a PD schedule that addresses numeracy needs | | Time spent developing PD schedule after consultation with Laura and Sophie | AP (Caleb) | 1st day of 2016 | Staff participate in all scheduled PD sessions or watch recordings  Staff attend all Numeracy PD  Staff use Elementary Math Mastery consistently within their classes  Coaching occurs for staff who require it  Staff use Open-Ended math tasks  Staff who require it are coached on numeracy practice  Staff plan numeracy keeping account of continuums for concepts |
| Implement PD schedule  PD sessions are recorded and kept for new staff induction purposes and absent staff | | Spend time preparing for each PD  Staff include in their PDD | Collective responsibility overseen by Caleb  All staff | By end of 2016 |
| Train staff in how to incorporate Open-Ended tasks for learning and for assessment | | Spend time preparing for each PD  Implement non-negotiable practice  Provide in-classroom coaching for staff who require assistance with implementation | Laura | According to PD Schedule |
| Train staff in how to incorporate Open-Ended tasks for learning and for assessment | | Spend time preparing for each PD  Implement non-negotiable planning standards  Monitor planning at meetings |  |  |
| Train Numeracy Leading teacher to coach numeracy | | Send to Bastow  Provide in-classroom coaching for staff who require assistance with implementing literacy and numeracy practice | Laura | Throughout year |

Annual Implementation Plan: for Improving Student Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ENGAGEMENT** | |  | | | |
| **Goals** | Staff understand & operate within the Parktone philosophy.  Students are highly motivated, engaged, independent & confident learners. | **Targets** | **On the Staff Opinion Survey staff respond to:**  School Climate  - Staff Trust in Colleagues (at or above 75%)  - Teacher Collaboration (at or above 66%)  Professional Learning  - Feedback (at or above 65%) | | |
| **12 month targets** | As above | | |
| **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** |
|
| **Development of Leading Teachers and PLT leaders**  **Train PLT leaders to be coaches** | Schedule weekly meetings for Leadership Team  Send Leading Teachers to Bastow programs for coaching  Begin year with Leadership Day | Among PLTs socialise school level data, guide PLT leaders toward formation of PLT goals, guide PLT leaders toward research of evidence-based initiatives/ideas, guide PLT leaders toward strategic planning of implementation, guide and assess PLT leaders through an evaluation process  Inspire and motivate and train PLT leaders for coming year  Use part of the equity funding ($1200) to train the coaches | Caleb  PLT Leaders  Caleb | Over a 2 year period beginning 2016  When courses are running | Meeting minutes  Shared outcomes and learnings from completed Bastow courses  PLT leaders attend leadership meetings and provide feedback on value in a survey |
| **Offer an Accelerated Learning class** | Run a class which targets 12 students from grades 5/6 who most need to close some of the gaps in foundational learning  Send Rachael (appointed teacher) to be trained on catering for students who are not funded but have additional learning needs/ growth mindset/ differentiation | Use part of the equity funding ($11500) to offset the cost of having a class of just 12 students  Communicate intentions to parents and students. Run an information session to explain what the Accelerated class is and is not, how student will be selected, how parents will be involved and what can be expected.  Write policy for the Accelerated Learning Class.  Run a selection process involving teachers, parents and students.  Rachel to attend PD | Nadine  Rachael  Caleb | Between Nov 2016 and ongoing throughout 2017 | Info session for parents held  Students enrolled  Rachael attends PD |
| **Offer a grade 5 and 6 High Achiever’s Class** | Run a class which targets 16 students from grades 5/6 who present as high achievers  Send Sophie and Laura (appointed teachers) to be trained around differentiation | Use part of the equity funding ($11500) to offset the cost of having a class of just 12 students  Communicate intentions to parents and students.  Run an information session to explain what the Accelerated class is and is not, how student will be selected, how parents will be involved and what can be expected.  Write policy for the Accelerated Learning Class.  Run a selection process involving teachers, parents and students.  Rachel to attend PD | Nadine  Rachael  Caleb | Between Nov 2016 and ongoing throughout 2017 | Info session for parents held  Students enrolled  Sophie and Laura attends PD |
| **PLTs to undertake action research projects to improve student outcomes/school level data** | Each PLT will take on a ‘project’ that addresses the needs related to school level data | Among PLTs socialise school level data, guide PLT leaders toward formation of PLT goals, guide PLT leaders toward research of evidence-based initiatives/ideas, guide PLT leaders toward strategic planning of implementation, guide and assess PLT leaders through an evaluation process | Caleb | Over a 2 year period beginning 2016 | Evaluation of PLT progress of action research project  Improved data in areas focused on by PLTs |

Annual Implementation Plan: for Improving Student Outcomes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WELLBEING** | |  | | | | |
| **Goals** | Students feel safe and secure & connected to their learning environment. | **Targets** | On the Attitudes to School Survey Students respond at or above the 90th percentile to:   * Safety * Connectedness to Peers * School Connectedness | | | |
| **12 month targets** | On the Attitudes to School Survey Students respond at or above the 90th percentile to:   * Connectedness to Peers | | | |
| **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** |
|
| **Establish a whole school cross-age support program** | Enhance the buddy program structure to create a greater sense of connectedness to peers over a number of years e.g. Preps and 3, 1s and 4s etc  Buddies participate in timetabled elective program, sport and special events | | Allocation of budget to electives program  Timetable one period per fortnight to buddies program | Nadine  Caleb  Electives coordinator  Buddies coordinator | Term 1 | Student attitudes to school survey indicates improvement in connectedness to peers criteria  Buddies and electives program running effectively  Student attitudes to school survey indicates improvement in connectedness to peers, school safety and school connectedness  Improved results on the resilient Youth Australia survey conduct every year |
| **Introduce Capabilities component of Victorian Curriculum with a focus on resiliency in the personal and social capability curriculum.** | PLT work on the development of the capabilities curriculum  Develop a curriculum map outlining when each capability will be addressed by each grade level throughout the year  Timetable Capabilities as a subject to be taught one period per week by all classes | | Grade 1 and 2 PLT | PLT leader | Over a two year period beginning 2016 |
| Employ the services of The Resiliency Project to assist with a whole school approach to resiliency including addresses to staff parents and students. | | Allocation of time for speaker (Pete V H) to address all staff on the first day back 2017.  Schedule in time for speaker (Pete V H) to address all parents. Schedule in time for speaker (Pete V H) to address all students  Purchase the resiliency curriculum from the Resiliency Project to assist with Personal and Social Capability curriculum  Introduce curriculum materials during capabilities subject period to support whole | PLT Leader  Pete V H from Resiliency Project | From day one of 2017 onwards |

Annual Implementation Plan: for Improving Student Outcomes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PRODUCTIVITY** | |  | | | | |
| **Goals** | Effective allocation and use of resources (human, physical & financial) to attain goals in Achievement and Wellbeing | **Targets** | On the Staff Opinion Survey staff respond at or above the 90th percentile to: School Climate (Collective Efficacy) & Create a Master Plan for additional buildings i.e. hall/gym for future use | | | |
| **12 month targets** | Same as above | | | |
| **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** |
|
| **Complete Master Plan for School and follow project timeline for phase 1 build** | Liaise with Baldasso Cortese (architects) to complete the Master Plan. | | Allocate budget to creation of Master Plan  Use $4M Capital Works fund to fund phase 1 of the Master plan.  Form a consultative group and meet with them regularly throughout the phase 1 project  Meet with and provide updates with community stakeholders throughout the project. | George  Baldasso Cortese | Master plan to be completed by end of term 1 2017  Throughout 2017  Phase 1 to be completed in 2018 | Master Plan underway/created  Phase 1 capital works started |
| **On the Staff Opinion Survey staff respond at or above the 90th percentile to:**  **School Climate** | Move toward a transparent budget with sub programs and monthly statements so all teachers and PLT leaders feel empowered and supported  Create procedures for purchasing in alignment with budgets  Distributed Leadership through creation of PLTs | | Time spent creating the budgets  Time spent creating and communicating process  Allocation of budgets to PLTs and teachers | Nadine | End of Term 1 | School climate will be at or above 90th percentile  Whole school uses and refers to transparent budget |

**Monitoring of** Annual Implementation Plan: for Improving Student Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement Goal:** Improved outcomes for students in reading and writing  **Targets**:   * Reduce variability of Reading and Writing teaching practices between classrooms across the school * Achieve 5% above the state mean score in Reading and Writing * Reduce variability of Reading and Writing teaching between classrooms * Achievement in Reading, Number and Algebra and Measurement and Geometry, according to On Demand Testing, Essential Assessment and evidence-based teacher judgements against Victorian Curriculum, shows an average minimum of 12 month’s growth over 12 months | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
| **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** | **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** |
| Organise timetable to ensure each year level meets together at least once in the week for admin and PLT goals |  | Each year level meets once a week to work on admin and PLT goals |  |  |  |
| Use Monday afternoon as a time for all PLTs to meet for curriculum and assessment planning  Train staff on how to use curriculum and assessment planning time to hold a focused pedagogical discussion of all lesson in the next teaching week  Train staff to ensure pedagogical discussions include an explanation of all learning intentions and demonstration of all explicit teaching  Use of curriculum days in term 2 and 4 to cater for whole team curriculum and assessment planning  Specialist weeks in term 1 and 3 to facilitate whole team curriculum and assessment planning |  | PLTs are efficiently and effectively making use of planning time as indicated by observed adherence to planning guides and evidenced by completed checklists.  Planning documentation reflects direction as informed by PD learnings  Staff participate in term planning days |  |  |  |
| Develop a PD schedule that addresses literacy and numeracy needs across term 2 and 3  Implement PD schedule  PD sessions are recorded and kept for new staff induction purposes and absent staff |  | Staff participate in all scheduled PD sessions |  |  |  |
| Develop a 5 week instructional practice guide for writing  Develop a 5 week instructional practice guide for use of VCOP |  | Staff confidently plan and implement 5 week writing units with a VCOP overlay  Coaching occurs for staff who require it |  |  |  |
| Develop a PD & implement schedule that addresses numeracy needs  PD sessions are recorded and kept for new staff induction purposes and absent staff |  | Staff participate in all scheduled PD sessions or watch recordings |  |  |  |
| Train staff in how to incorporate Open-Ended tasks for learning and for assessment  Train Numeracy Leading teacher to coach numeracy |  | Staff attend all Numeracy PD  Staff use Elementary Math Mastery consistently within their classes  Coaching occurs for staff who require it  Staff use Open-Ended math tasks  Staff who require it are coached on numeracy practice  Staff plan numeracy keeping account of continuums for concepts |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Engagement Goals:** Staff understand & operate within the Parktone philosophy **/** Students are highly motivated, engaged, independent & confident learners  **Targets:** On the Staff Opinion Survey staff respond to:School Climate - Staff Trust in Colleagues (at or above 75%) and Teacher Collaboration (at or above 66%)  Professional Learning - Feedback (at or above 65%) | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
| **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** | **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** |
| Schedule weekly meetings for Leadership Team  Send Leading Teachers to Bastow programs for coaching  Begin year with Leadership Day |  | Meeting minutes  Shared outcomes and learnings from completed Bastow courses  PLT leaders attend leadership meetings and provide feedback on value in a survey |  |  |  |
| Run a class which targets 12 students from grades 5/6 who most need to close some of the gaps in foundational learning  Send Rachael (appointed teacher) to be trained on catering for students who are not funded but have additional learning needs/ growth mindset/ differentiation |  | Info session for parents held  Students enrolled  Rachael attends PD |  |  |  |
| Run a class which targets 16 students from grades 5/6 who present as high achievers  Send Sophie and Laura (appointed teachers) to be trained around differentiation |  | Info session for parents held  Students enrolled  Sophie and Laura attends PD |  |  |  |
| Each PLT will take on a ‘project’ that addresses the needs related to school level data |  | Evaluation of PLT progress of action research project  Improved data in areas focused on by PLTs |  |  |  |

**Monitoring of** Annual Implementation Plan: for Improving Student Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wellbeing Goal:** Students feel safe and secure & connected to their learning environment.  **Targets**: On the Attitudes to School Survey Students respond at or above the 90th percentile to Safety (Connectedness to Peers and School Connectedness) | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
| **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** | **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** |
| Enhance the buddy program structure to create a greater sense of connectedness to peers over a number of years e.g. Preps and 3, 1s and 4s etc.  Buddies participate in timetabled elective program, sport and special events |  | Student attitudes to school survey indicates improvement in connectedness to peers criteria  Buddies and electives program running effectively |  |  |  |
| PLT work on the development of the capabilities curriculum  Develop a curriculum map outlining when each capability will be addressed by each grade level throughout the year  Timetable Capabilities as a subject to be taught one period per week by all classes |  | Student attitudes to school survey indicates improvement in connectedness to peers, school safety and school connectedness |  |  |  |
| Employ the services of The Resiliency Project to assist with a whole school approach to resiliency including addresses to staff parents and students. |  | Improved results on the resilient Youth Australia survey conduct every year |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Productivity Goal:** Effective allocation and use of resources (human, physical & financial) to attain goals in Achievement and Wellbeing  **Targets**: On the Staff Opinion Survey staff respond at or above the 90th percentile to: School Climate Collective Efficacy & Create a Master Plan for additional buildings i.e. hall/gym for future use | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
| **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** | **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** |
| Liaise with Baldasso Cortese (architects) to complete the Master Plan. |  | Master Plan underway/created  Phase 1 capital works started |  |  |  |
| Move toward a transparent budget with sub programs and monthly statements so all teachers and PLT leaders feel empowered and supported  Create procedures for purchasing in alignment with budgets  Distributed Leadership through creation of PLTs |  | School climate will be at or above 90th percentile  Whole school uses and refers to transparent budget |  |  |  |