

2016 Annual Implementation Plan: for Improving Student Outcomes

4120

Ringwood North PS
2016

Based on Strategic Plan 2015-2018

Endorsements

| | |
|------------------------------------|--|
| Endorsement by School Principal | Signed..... Name.....Michael Green Date..... |
| Endorsement by School Council | Signed..... Name.....Paul Wynne Date..... |
| Endorsement by Senior Advisor | Signed..... Name..... 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 | ✓ |
| Community engagement in learning | Building communities | ✓ |
| Positive Climate for Learning | Empowering students and building school pride | |
| | Setting expectations and promoting inclusion | |

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.

Over the review period, the school has been establishing a whole-school approach to teaching and learning characterised by more challenge-based learning, extensive use of technology and explicit and differentiated classroom practice. The school has maintained a creative approach to education. Change practice is informed by trialling new ideas and drawing on solid data and research. These initiatives, along with the school's desire to continue to engage parents and the wider community in the school are providing impetus for the school to review current practices and explore new directions.

The school is involved in a number of key initiatives: The Ringwood Alliance of the Deakin Teaching Academy, New Pedagogies for Deep Learning, and as an Apple Distinguished School a number of key Teaching and Learning projects.

In completing this Plan we could have selected any / a number of priorities and initiatives to develop and improve. We selected Building Leadership Teams, Building Practice Excellence and Building Communities, a major focus from our Strategic Plan.

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 |
|---|--|
| BPE Building Practice Excellence | <p>Continue to review whole school progress and findings from Strategic Plan. Review of curriculum provision across the school in terms of content, strategies and dedicated time.</p> <p>Provide and develop additional opportunities for students to communicate in a global community.</p> <p>Embed high quality, ongoing and stimulating learning experiences for all students..</p> <p>Implementing student programs that reflect the school's vision for developing 21st Century learners in a global world.</p> <p>Leverage the power of technologies.</p> |
| CPA Curriculum Planning and Assessment | <p>Form teams to review whole school progress and findings from Strategic Plan. Review of curriculum provision across the school in terms of content, strategies and dedicated time.</p> <p>Reviewing and developing learning pathways for identified cohorts.</p> |

BC
Building Communities

Provide opportunities for students to communicate in a global community.

Implementing student programs that reflect the school's vision for developing 21st Century learners in a global world.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals

To improve the learning outcomes of every student at Ringwood North Primary School so that they are able to become active citizens in a civilised and cohesive global society.

Targets

- There is a consistent, upward trend in the percentage of students achieving at the two highest levels in English and Mathematics (as assessed by NAPLAN) and above expected levels (as assessed by Teacher Judgement Against AusVELS) from 2015 to 2018
- There is a consistent downward trend in the percentage of students achieving at the two lowest levels in English and Mathematics (as assessed by NAPLAN) and below expected levels (as assessed by Teacher Judgement Against AusVELS) from 2015 to 2018.

12 month targets

AusVELS:

| Students operating above and below the expected level - Reading | 2015 Result | | 2016 Target | |
|---|-------------|-------|-------------|-------|
| | Below | Above | Below | Above |
| Foundation | 0% | 36% | 0% | 60% |
| Year 1 | 1% | 29% | 0% | 60% |
| Year 2 | 4% | 48% | 0% | 60% |
| Year 3 | 0% | 88% | 0% | 60% |
| Year 4 | 1% | 49% | 0% | 90% |
| Year 5 | 7% | 30% | 0% | 60% |
| Year 6 | 6% | 34% | 0% | 60% |

| Students operating above and below the expected level - Writing | 2015 Result | | 2016 Target | |
|---|-------------|-------|-------------|-------|
| | Below | Above | Below | Above |
| Foundation | 0% | 15% | 0% | 60% |
| Year 1 | 3% | 22% | 0% | 60% |
| Year 2 | 4% | 15% | 0% | 60% |
| Year 3 | 1% | 81% | 0% | 60% |
| Year 4 | 1% | 36% | 0% | 90% |
| Year 5 | 8% | 21% | 0% | 60% |
| Year 6 | 14% | 37% | 0% | 60% |

| Students operating above and below the expected level – Speaking and Listening | 2015 Result | | 2016 Target | |
|--|-------------|-------|-------------|-------|
| | Below | Above | Below | Above |
| Foundation | 0% | 13% | 0% | 60% |
| Year 1 | 0% | 8% | 0% | 60% |
| Year 2 | 0% | 13% | 0% | 60% |
| Year 3 | 1% | 87% | 0% | 60% |
| Year 4 | 1% | 17% | 0% | 90% |
| Year 5 | 4% | 25% | 0% | 60% |
| Year 6 | 4% | 27% | 0% | 60% |

| Students operating above and below the expected level – Number and Algebra | 2015 Result | | 2016 Target | |
|--|-------------|-------|-------------|-------|
| | Below | Above | Below | Above |
| Foundation | 0% | 13% | 0% | 60% |
| Year 1 | 0% | 28% | 0% | 60% |
| Year 2 | 7% | 37% | 0% | 60% |
| Year 3 | 1% | 84% | 0% | 60% |
| Year 4 | 0% | 40% | 0% | 90% |
| Year 5 | 7% | 31% | 0% | 60% |
| Year 6 | 14% | 31% | 0% | 60% |

NAPLAN – Percentage of Year 3 Students above and below the expected level

| | 2015 Result | | 2016 Target | |
|--|-------------|-------|-------------|-------|
| | Below | Above | Below | Above |
| Grammar & Punctuation - % of students | 3.2 | 71.8 | 0 | 80 |
| Numeracy - % of students | 1.4 | 40.8 | 0 | 60 |
| Reading - % of students | 2.8 | 60.6 | 0 | 70 |
| Spelling- % of students | 4.2 | 40.8 | 0 | 60 |
| Writing - % of students | 0 | 67.6 | 0 | 70 |

NAPLAN – Percentage of Year 5 Students above and below the expected level

| | 2015 Result | | 2016 Target | |
|--|-------------|-------|-------------|-------|
| | Below | Above | Below | Above |
| Grammar & Punctuation - % of students | 9.7 | 48.6 | 0 | 60 |
| Numeracy - % of students | 5.6 | 41.7 | 0 | 60 |
| Reading - % of students | 5.6 | 54.2 | 0 | 60 |
| Spelling- % of students | 5.6 | 45.9 | 0 | 60 |
| Writing - % of students | 7.0 | 33.3 | 0 | 60 |

NAPLAN STUDENT RELATIVE GROWTH

| | 2015 Results | | | 2016 Target | | |
|--|--------------|--------|------|-------------|--------|------|
| | LOW | MEDIUM | HIGH | LOW | MEDIUM | HIGH |
| Grammar & Punctuation - % of students | 28.6 | 41.4 | 30.0 | 10 | 40 | 50 |
| Numeracy - % of students | 14.3 | 55.7 | 30.0 | 10 | 40 | 50 |
| Reading - % of students | 24.3 | 52.9 | 22.9 | 10 | 40 | 50 |
| Spelling- % of students | 20.3 | 59.4 | 20.3 | 10 | 40 | 50 |
| Writing - % of students | 24.6 | 52.2 | 23.2 | 10 | 40 | 50 |

| 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 |
|--|--|---|---|--|--|
| Review of curriculum provision across the school in terms of content, strategies and dedicated time. | <ul style="list-style-type: none"> Review the influence of the support and extension programs at Ringwood North PS. | <p>The Leadership team will engage with:</p> <ul style="list-style-type: none"> Year Level Teams the Literacy and Numeracy support teams to gather data that reflects the progress being made by the students in their programs. <p>The data team will collate data for analysis focusing on Teacher judgements and triangulating with Naplan and PAT data for children attending groups.</p> | <ul style="list-style-type: none"> Leadership Team- Mike, Shirley, Kathy, Nick, Emily and guests Data Team- Kathy, Mike. | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> All grades levels serviced Optimised number of students catered for Productive staff. |
| Reviewing and developing learning pathways for identified cohorts. | <ul style="list-style-type: none"> Develop data literacy across the school to analyse student data to ensure student needs are being met. | Through staff meetings, the Umbrella Committee (consultancy committee) and Year Level meetings, supply professional learning to further develop the staff's ability to read, interpret and action data. | <ul style="list-style-type: none"> Leadership Team- AP- Shirley- Manager of Teaching and Learning | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> Broad range of data collected Team operating to analyse data and work with level teams |
| Form teams to review whole school progress and findings from Strategic Plan. | <ul style="list-style-type: none"> Evaluate data to determine English and Mathematics foci. | Curriculum teams will be presented with focussed data (NAPLAN/ PAT/ Teacher judgements against AUSVELs) to evaluate and discuss, and analysis to determine focus for school curriculum/ professional learning, and pass onto staff the findings for consideration in teaching and learning planning. | <ul style="list-style-type: none"> Leadership Team Data Team Curriculum A committees – Mathematics, English, Science, History. | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> As above Whole school involvement in moving forward Data trends |
| | <ul style="list-style-type: none"> Staff and team meetings analyse and moderate on student achievement and student learning growth. | Data and discussion points will be generated by Leadership and Curriculum committees and presented as agenda items for year level discussion, reflection and action. | <ul style="list-style-type: none"> Leadership AP- Manager of Teaching and Learning | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> Greater knowledge of students by class /team teachers Common approaches across teams/ school Instructional round observations of positive classrooms in light of school vision |

| | | | | | |
|-------------------------------------|---|--|--|-----------------------------------|---|
| | <ul style="list-style-type: none"> ▪ Staff and team meetings analyse and evaluate effective reporting on student learning for students, parents and staff. | <p>Data and discussion points from Leadership and Curriculum committees , and reflections from Parents will be considered as agenda action items at staff meetings. Evaluation of Reporting and Portfolio content and presentation will be considered as improvement foci.</p> | <ul style="list-style-type: none"> • Leadership Team • AP- Manager of Teaching and Learning • Umbrella Committee • Year Level Teams | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> ▪ Refinement of portfolio and COMPASS reporting formats |
| Leverage the power of technologies. | <ul style="list-style-type: none"> ▪ Provide opportunities for students to communicate in a global community. | <p>Continue our collaborations with the AEF Digital Learning Network, Apple and our sister school, Tunas Unggal, to engage students in meaningful projects and communications.</p> | <ul style="list-style-type: none"> • Leadership Team • AP- Manager of Teaching and Learning • Indonesian Teacher • NPDL and eLearning Leader | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> ▪ New Pedagogies for Deep Learning ▪ CBL solutions ▪ Polycom and sister school interactions |

Annual Implementation Plan: for Improving Student Outcomes

| ENGAGEMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|-----------------------------------|--|-----------------------------------|------|------|-----------------|-----------------------------------|------|------|------|-----------------------|------|------|------|----------------------------------|------|------|------|----------------------|------|------|------|--------------------------------------|------|------|------|--------------------|------|------|-----|
| Goals | To build the school community's capacity to support student engagement | Targets | <ul style="list-style-type: none"> Each Grade Level will be given an opportunity to engage with communities beyond Ringwood North Primary School each year Student engagement in learning, to be above state benchmarks, as measured through attendance rates, student, parent and staff opinion surveys, as well as participation rates in school programs, throughout the period of the strategic plan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 12 month targets | <ul style="list-style-type: none"> All staff are working to improve common teaching practices across year levels, which support student engagement across the school All staff understand, implement and can articulate whole school practices which support student transition across the school. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Student Attitude to School Survey</th> <th>2014</th> <th>2015</th> <th>Target for 2016</th> </tr> </thead> <tbody> <tr> <td>Student Attitude to School Survey</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Student Morale</td> <td>5.80</td> <td>6.44</td> <td>6.5</td> </tr> <tr> <td>Learning Confidence</td> <td>4.38</td> <td>4.66</td> <td>5.0</td> </tr> <tr> <td>School Connectedness</td> <td>4.63</td> <td>4.87</td> <td>5.0</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.33</td> <td>4.74</td> <td>5.0</td> </tr> <tr> <td>Student Motivation</td> <td>4.75</td> <td>4.87</td> <td>5.0</td> </tr> </tbody> </table> | | | | | | Student Attitude to School Survey | 2014 | 2015 | Target for 2016 | Student Attitude to School Survey | | | | Student Morale | 5.80 | 6.44 | 6.5 | Learning Confidence | 4.38 | 4.66 | 5.0 | School Connectedness | 4.63 | 4.87 | 5.0 | Stimulating Learning | 4.33 | 4.74 | 5.0 | Student Motivation | 4.75 | 4.87 | 5.0 |
| Student Attitude to School Survey | 2014 | 2015 | Target for 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Attitude to School Survey | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Morale | 5.80 | 6.44 | 6.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Confidence | 4.38 | 4.66 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Connectedness | 4.63 | 4.87 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating Learning | 4.33 | 4.74 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Motivation | 4.75 | 4.87 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2014</th> <th>2015</th> <th>Target for 2016</th> </tr> </thead> <tbody> <tr> <td>Transitions</td> <td>82.9</td> <td>67.0</td> <td>70.0</td> </tr> <tr> <td>Stimulating Learning</td> <td>55.1</td> <td>49.1</td> <td>70.0</td> </tr> <tr> <td>Connectedness to Peers</td> <td>78.6</td> <td>55.8</td> <td>70.0</td> </tr> <tr> <td>Stimulating Learning</td> <td>77.4</td> <td>68.5</td> <td>70.0</td> </tr> <tr> <td>Student Motivation</td> <td>84.6</td> <td>66.5</td> <td>70.0</td> </tr> </tbody> </table> | | | | | | Parent Opinion Survey | 2014 | 2015 | Target for 2016 | Transitions | 82.9 | 67.0 | 70.0 | Stimulating Learning | 55.1 | 49.1 | 70.0 | Connectedness to Peers | 78.6 | 55.8 | 70.0 | Stimulating Learning | 77.4 | 68.5 | 70.0 | Student Motivation | 84.6 | 66.5 | 70.0 | | | | |
| Parent Opinion Survey | 2014 | 2015 | Target for 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transitions | 82.9 | 67.0 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating Learning | 55.1 | 49.1 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Connectedness to Peers | 78.6 | 55.8 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating Learning | 77.4 | 68.5 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Motivation | 84.6 | 66.5 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>School Staff Survey</th> <th>2014</th> <th>2015</th> <th>Target for 2016</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>646</td> <td></td> <td>680</td> </tr> <tr> <td>Teacher Collaboration</td> <td>599</td> <td></td> <td>650</td> </tr> <tr> <td>Guaranteed and Viable Curriculum</td> <td>563</td> <td></td> <td>600</td> </tr> <tr> <td>Academic Emphasis</td> <td>665</td> <td></td> <td>680</td> </tr> <tr> <td>Collective Focus on Student Learning</td> <td>567</td> <td></td> <td>600</td> </tr> </tbody> </table> | | | | | | School Staff Survey | 2014 | 2015 | Target for 2016 | Collective Efficacy | 646 | | 680 | Teacher Collaboration | 599 | | 650 | Guaranteed and Viable Curriculum | 563 | | 600 | Academic Emphasis | 665 | | 680 | Collective Focus on Student Learning | 567 | | 600 | | | | |
| School Staff Survey | 2014 | 2015 | Target for 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Efficacy | 646 | | 680 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Collaboration | 599 | | 650 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Guaranteed and Viable Curriculum | 563 | | 600 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Emphasis | 665 | | 680 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Focus on Student Learning | 567 | | 600 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="color: blue; font-size: small;">Frank, for the last few days I haven't been able to access 2015 data on the info portal for last year's staff survey</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KIS | ACTIONS: what the school will do | HOW the school will do it (including financial and human resources) | WHO has responsibility | WHEN timeframe for completion | SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Embed high quality, ongoing and stimulating learning experiences for all students. | <ul style="list-style-type: none"> Staff will meet to reflect on current practices evaluating current Teaching and Learning programs in line with maximising student voice and engagement. | Through staff observational and instructional rounds, professional collaborations, professional learning sessions, staff/ team and individual discussion and planning, continue to work through the below relationships: | <ul style="list-style-type: none"> Leadership Team Year Level Teams Eleaming / CBL coordinator- Nick | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> A collection of data- notes / review documentation/ observations/ Tiga team responses. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|--|---|--|---|-----------------------------------|---|
| | | <ul style="list-style-type: none"> • Long relationship with CBL as a process for increased student voice and engagement through project based learning of Big Picture Concepts, eg Happiness. • The school's membership and involvement in the <i>New Pedagogies for Deep Learning</i> community to refocus attention in this area. • Shared projects between schools, including overseas partners. • Consideration of the SAMR model to redefine Teaching and Learning practices in our planning. • Continuation of teacher peer observations and implementation of guided Instructional rounds. . . .to continue to develop their skills, understandings and efficacies with regard to student voice, engagement , ownership and responsibility for the student's own learning. | | | |
| Reviewing and developing learning pathways for identified cohorts. | <ul style="list-style-type: none"> ▪ Through Instructional Rounds, Tiga Team discussions and reflections, Peer Observations and Team Planning meetings Staff will refine common teaching practices across all learning environments. | <ul style="list-style-type: none"> • The Staff will be presented with shared readings and discussions of Best Practice Teaching and Learning for consideration. • Across the school staff will be involved in Instructional rounds with the Principal and Assistant Principal. • Points of practice will be agended for Tiga Team discussion. • Through the PDP process, teachers will engage in peer observations. • School, Team and Teacher goals will be established through the Performance review process. | <ul style="list-style-type: none"> • Leadership Team • Prin & AP- Manager of Teaching and Learning • Tiga Teams- matched cross staff teams of 3 • Staff | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> ▪ Team observations ▪ Team review ▪ Common approaches/ instructional round observations- yet celebrant experimentation, differentiation, approaches and expertise |
| | <ul style="list-style-type: none"> ▪ Refinement of whole school practices to support student engagement across the school. | Teaching Teams will consider current practices in the light of the above actions for future development of their Teaching and Learning programs. | <ul style="list-style-type: none"> • Leadership Team • Umbrella Committee • Year Level Teams | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> ▪ Kids Matter journey |
| | <ul style="list-style-type: none"> • Refine whole school practices to support student transition across the school. | <ul style="list-style-type: none"> • Staff will audit 2015 Student Survey results. • Discussion will be agended for staff and team meetings, and directed so that staff can triangulate the data with Parent and Teacher responses in respective surveys • Introduce a Grade 3 and 4 student survey to consider an earlier understanding of student needs as students are progressing through the school. | <ul style="list-style-type: none"> • Leadership Team | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> ▪ Increase in time allocated to transitional activities and opportunities for students to work in higher year level spaces. |

Annual Implementation Plan: for Improving Student Outcomes

| WELLBEING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|-------------------------------------|---|-----------------------------------|------|------|-----------------|----------------|------|------|-----|----------------|------|------|-----|------------------------|------|------|-----|------------------|------|------|-----|--------------------|------|------|-----|-----------------------|------|------|-----------------|-------------|------|------|------|----------------|------|------|------|------------------------|------|------|------|----------------------|------|------|------|--------------------|------|------|------|---------------------|------|------|-----------------|----------------|-----|--|-----|---------------------|-----|--|-----|----------------------------------|-----|--|-----|---------------------------|-----|--|-----|--------------------------------------|-----|--|-----|
| Goals | To review and revise the school's processes and structures for sustaining seamless transition of students into, through and from the school. | Targets | <ul style="list-style-type: none"> The School will proactively explore opportunities related to students taking an active role in decisions that relate to their place in daily school life. Indicators of an inclusive, safe and supportive school and learning environment to be at or above state benchmarks, as measured through attendance and incident rates, as well as student, parent and staff opinion surveys, throughout the period of the strategic plan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 month targets | <ul style="list-style-type: none"> All staff understand and can articulate school communication practices in the context of student transitions to, through and from the school All Staff have the capacity to analyse and discuss Student, Parent and Staff surveys with a focus on Wellbeing, sharing considerations for improvement. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Student Attitude to School Survey | 2014 | 2015 | Target for 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Morale | 5.80 | 6.44 | 6.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Safety | 4.47 | 4.77 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Connectedness to Peers | 4.67 | 4.69 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Distress | 5.86 | 6.61 | 7.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Motivation | 4.75 | 4.87 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Opinion Survey | 2014 | 2015 | Target for 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transitions | 82.9 | 67.0 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Safety | 53.8 | 63.6 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Connectedness to Peers | 78.6 | 55.8 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Connectedness | 78.6 | 55.8 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Motivation | 84.6 | 66.5 | 70.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Staff Survey | 2014 | 2015 | Target for 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Climate | 633 | | 650 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Efficacy | 646 | | 680 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Guaranteed and Viable Curriculum | 563 | | 600 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Responsibility | 614 | | 650 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Focus on Student Learning | 567 | | 600 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leverage the power of technologies. | <ul style="list-style-type: none"> Review, develop and embed school communication processes in light of best practice and current trends. | <ul style="list-style-type: none"> Compass as the School's Admin and Reporting package will be progressively implemented for teachers and parents. Continue to expand option possibilities of Compass to community. | <ul style="list-style-type: none"> Leadership Team Office Admin Chantelle- (facebook) | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> Increase in time allocated to transitional activities and opportunities for students to work Leadership Team in higher year level spaces. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |





| | | | | | |
|--|---|---|--|-----------------------------------|--|
| | | <ul style="list-style-type: none"> Continue to survey parents for best ways to meet their information and communication needs. Continue to expand Tiqbiz, development of a School Facebook profile. Refine Phone trees and emergency notification school protocols. | | | |
| Implementing student programs that reflect the school's vision for developing 21 st Century learners in a global world. | <ul style="list-style-type: none"> Refine strategies in place across the school to enhance student transition. | <ul style="list-style-type: none"> Pass on findings of Student Surveys to students, noting where improvements can be made. Involve Junior School Council in discussions and improvements across the school. Expand the opportunity for the students to engage with staff in the refinement of CBL solutions and the impact on community. Expand Transition process to multiple visits with new year teachers. Expand and refine cross year level CBL collaborations and delivering of solutions. | <ul style="list-style-type: none"> Leadership Team Welfare Team- Merryn, Annaliese and Beth. Junior School Council mentors- Chantelle and Lauren. | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> Smooth transition for students and parents to new learning environments. 2015- only 2 parent requests for adjustment of 2016 classes. <ul style="list-style-type: none"> Class creator success Increase in parent input letters- 2015 -25 letters |
| Reviewing and developing learning pathways for identified cohorts. | <ul style="list-style-type: none"> Utilise survey data from Student, Parent and Staff surveys with a focus on Wellbeing. | <ul style="list-style-type: none"> Implementation of an Opinion Survey for Grade 3 and 4 students. Continue to survey Grade 5 and 6 students in small groupings to add value to the survey experience for the students, reinforcing that their voice is important and not just a task to be completed. | <ul style="list-style-type: none"> Leadership Team Year level Teams | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> All Staff have the capacity to analyse and discuss Student, Parent and Staff surveys with a focus on Wellbeing, sharing considerations for improvement. |



Annual Implementation Plan: for Improving Student Outcomes

| PRODUCTIVITY | | | | | |
|--|--|--|---|-------------------------------------|---|
| Goals | | Targets | <ul style="list-style-type: none"> ▪ Whole school processes, procedures and practices are documented, resourced and embedded in the practice of all staff, as evidence by school policies, curriculum planning documents and records of procedures, as well as staff performance and development reviews, throughout the period of the strategic plan. | | |
| | | 12 month targets | | | |
| KIS | ACTIONS: what the school will do | HOW the school will do it (including financial and human resources) | WHO has responsibility | WHEN timeframe for completion | SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress |
| Embed high quality, ongoing and stimulating learning experiences for all students. | <ul style="list-style-type: none"> ▪ Provide access to quality professional learning and discussion to develop and document practices and procedures across the school. | <p>The school currently allocates \$20K PL budget to upskill staff in the light of Whole School goals. To further enhance the process, the school utilises the wealth of expertise from within the staff and the various experiences that they bring to the table. The school will continue to be involved in the following networks and collaborations: Develop</p> <ul style="list-style-type: none"> • Utilise NPDL, Apple and Ringwood Alliance PL opportunities for staff. • NPDL in a 3 year PL opportunity at \$1500 per year commitment. | <ul style="list-style-type: none"> • Leadership Team • Curriculum Teams | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> ▪ All staff understand, implement and can articulate documented, whole school, practices and procedures that support improved student learning. |
| Implementing student programs that reflect the school's vision for developing 21 st Century learners in a global world. | <ul style="list-style-type: none"> • Develop teams to investigate and compare educational programs and contemporary practices, and global alliances and collaborations so that we might deliver the best options possible for our students. | <ul style="list-style-type: none"> • As above. • Utilise opportunities generated by Bastow, ACEL, DET, NPDL, AEF and Digital Learning networks for presentation attendance, shared readings, staff discussions, and research and development and trialling of new initiatives in Best Practice Teaching and Learning. | <ul style="list-style-type: none"> • Leadership Team • Whole Staff | Initial Dec 2016, ongoing process | <ul style="list-style-type: none"> ▪ Staff have greater awareness of global trends in education through regular feedback and discussions. |

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

| ACHIEVEMENT | | | | | | |
|---|---|---|--------|--|--|-------------------------|
| Actions: | 6 month progress against success criteria and /or targets | | | 12 month progress against success criteria and /or targets | | Budget Spending to date |
| | Status | Evidence | Status | Evidence | | |
| Review the influence of the support and extension programs at Ringwood North PS | | Data collection from class teachers and year level teams. Collating of data utilising SPA- difficulty between SPA, COMPASS and Department uploaded files- end products had unreliable display of student progress Investigation of more reliable data sources- Essential Assessment. Data from Semester 1 student progress presented to staff at staffmeeting. | | | | |
| Develop data literacy across the school to analyse student data to ensure student needs are being met | | Up skilling leadership staff through PL with SPA staff to better understand trends. Collection of reliable data. Initial Staff meeting presentations of expectations and preliminary data | | | | |
| Evaluate data to determine English and Mathematics foci. | | Analysis of English and Maths Trends from all previous NAPLAN and AIM data to Curriculum committees for education, comment, building directions Follow on with Deakin Alliance Project and Senior School Maths Teaching and Learning action research.(Use of Data to direct students T & L , greater differentiation) | | | | |
| Staff and team meetings analyse and moderate on student achievement and student learning growth. | | Curriculum Committee meetings and staff feed back sessions Curriculum Committee's focus for the year, and ahead | | | | |
| Staff and team meetings analyse and evaluate effective reporting on student learning for students, parents and staff. | | Still working from feedback from last Parent survey and most recent semester 1 parent teacher interview feedback relating to Portfolios and student reports. | | | | |
| Provide opportunities for students to communicate in a global community. | | Students and Staff- Involvement in NPDL project with Canterbury, Chatham and PSs Staff- Networks with DAS network and PL opportunities Staff and Students- Tunnas Unggal exchange- Term 1 | | | | |
| ENGAGEMENT | | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | | 12 month progress against success criteria and /or targets | | Budget |

| |  Status | Evidence |  Status | Evidence | Spending to date |
|---|--|---|--|----------|--------------------------------|
| Staff will meet to reflect on current practices evaluating current Teaching and Learning programs in line with maximising student voice and engagement. | | Staff meeting agenda items, PL items relating to increased options for students to direct their learning Deakin Alliance Maths Project Greater expectations within and of quality CBL solutions Emphasis on greater student ownership within CBL topics Staff discussions regarding mentoring role within the CBL process. NPD | | | |
| Through Instructional Rounds, Tiga Team discussions and reflections, Peer Observations and Team Planning meetings Staff will refine common teaching practices across all learning environments. | | To date Team discussion and building of individual and Team goals Beginning of Cycle Team meetings Tiga team discussion meetings each term and reporting back Team planning documents and expectations | | | |
| Refinement of whole school practices to support student engagement across the school. | | Developing team approach to their goals | | | |
| Refine whole school practices to support student transition across the school. | | Initial discussions of 2015 student survey at staff meeting Completion of 2016 Student Survey- group approach | | | |
| WELLBEING | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | 12 month progress against success criteria and /or targets | | Budget Spending to date |
| |  Status | Evidence |  Status | Evidence | |
| Review, develop and embed school communication processes in light of best practice and current trends. | | Growing COMPASS Fete Facebook page School Facebook page Phone tree- Staff Emergency Management- 17 minutes Parents emergency SMS- all but 2 parents in Term 1 | | | |
| Refine strategies in place across the school to enhance student transition. | | CBL solutions and festivals, cross year level involvement Senior School Maths Project | | | |

| | | | | | |
|--|---|--|---|-----------------|--------------------------------|
| Utilise survey data from Student, Parent and Staff surveys with a focus on Wellbeing | | Student survey Expanded teacher survey Requested increase in number of parent surveys. | | | |
| PRODUCTIVITY | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | 12 month progress against success criteria and /or targets | | Budget Spending to date |
| |  Status | Evidence |  Status | Evidence | |
| Provide access to quality professional learning and discussion to develop and document practices and procedures across the school. | | But ongoing Utilising school, cluster FISO teams, Maroondah Prin network, Apple and NPDL connections | | | |
| Develop teams to investigate and compare educational programs and contemporary practices, and global alliances and collaborations so that we might deliver the best options possible for our students. | | As above But also ongoing Currently involved: Prin – Evolve mentoring program. AP – Leadership Potential Program Indo Teacher – Leadership in languages program Class teacher- leadership potential program. | | | |