

Annual Implementation Plan: for Improving Student Outcomes

School name: Ringwood North Primary School

Year: 2017

School number: 4120

Based on strategic plan: 2015- 2018

Endorsement:

Principal Michael Green 28/3/17

Senior Education Improvement Leader Jennifer Small

[date]

School council Paul Brennan 28/3/17

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> 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. To build the school community's capacity to support student engagement. To review and revise the school's processes and structures for sustaining seamless transition of students into, through and from the school. To establish structures and processes that enable the school to maximise use of all available resources. 	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	✓

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Over the period of the current strategic plan, 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. 2017 sees the school staff connecting with and engaging in the Powerful Learning network of schools as a key to further focussing staff mindset on continual improvement of student engagement and learning.

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

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> Develop a whole school instructional model that includes agreed pedagogical approaches for the teaching of Mathematics. Further build individual teacher's capacity to differentiate curriculum and teaching and learning practices based on analysis of data and evidence to ensure challenge and progress for every student. Leverage the power of technologies.
Curriculum planning and assessment	



<p>Building communities</p>	<ul style="list-style-type: none"> • 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. • Reviewing and developing learning pathways for identified cohorts. • Document agreed and consistent whole-school approaches to curriculum planning. • Develop a whole school approach to the teaching of Spelling to improve student learning outcomes. <ul style="list-style-type: none"> • 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.
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Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> 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. To build the school community's capacity to support student engagement. To review and revise the school's processes and structures for sustaining seamless transition of students into, through and from the school. 					
IMPROVEMENT INITIATIVE		Building practice excellence					
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> 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. 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 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. Whole school processes, procedures and practices are documented, resourced and embedded in the practice of all staff, as evidenced 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		<p>Ultimate aim is for all students to be achieving a year progress in their achievement from a year's input, or better.</p> <p>Our particular foci this year will be in the areas of Mathematics- Number, and in English- Spelling.</p> <p>Comparative growth in Mathematics will be compared through the use of <i>Essential Assessment</i>, which will be implemented across the school after this year's pilot in the senior grades.</p> <p>The English committee investigated the <i>Words Their Way</i> spelling program in 2016 for implementation across the school in 2017. Improvement will be compared using the PAT R spelling tests from Grade 3-6. Over time a comparison will be made between yearly Naplan data at Grade 3 and 5.</p>					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		
					Progress Status	Evidence of impact	Budget
						Estimate	YTD
Develop a whole school instructional model that includes agreed pedagogical approaches for the teaching of Mathematics	The school will join the Powerful Learning Network, and involve staff in professional learning focussed on year level communities of practice working towards improving teaching practice, student voice, engagement and improved learning outcomes, particularly in Mathematics	The Leadership Team Plus members that form project team	Ongoing project commitment with the Powerful Learning Network broken down into key yearly steps	6 months: Select key action team to take part in introductory PL. Implement take back PL to all staff through Staff Meetings and PL sessions.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	\$10K
				12 months: Staff reflecting positively on key elements of change that they have implemented to their teaching practice reported through the PDP process. Greater consistency in student achievement across and between year levels.	● ● ●		
	Expand vertical groupings of Mathematics instruction across the school	The Mathematics Curriculum Committee	Staged program across year levels. End of 2017	6 months: Grade 5 and 6 levels sharing success of 2016 trial/ Deakin Alliance project. Continued operation of approach. Grade 3 and 4 timetabling common teaching sessions and establishing data based differentiated groups across common topic	● ● ●		\$3K
				12 months: Vertical groupings regularly timetabled across year levels Improvement in quality of teacher discussions of student data Improvement in spread of teacher judgements on student achievement	● ● ●		



Further build individual teacher's capacity to differentiate curriculum and teaching and learning practices based on analysis of data and evidence to ensure challenge and progress for every student	Professional Learning for staff to improve their ability to understand where each student is at in their learning and use data to target their teaching	Kathy Prince	End of 2017	6 months: Introduction of the program across all year levels. More focussed approach to the teaching of Spelling across the school.	● ● ●		\$2K	
				12 months: Greater teacher understanding of the teaching of Spelling . Improvement in student scores on PAT R compared to previous years (Grades 3-6)				
	Discussion of data and how it impacts on teaching and learning will be addressed during Year Level Planning sessions throughout the year.	Kathy Prince and Exec Team members	In line with Review self assessment. End of Term 2	6 months: Staff have an knowledge and understanding of student performance data as a baseline to build improvement on.	● ● ●			
				12 months: Documented progression of data and possible directions for future Strategic Plan				
	Teachers identify individual learning levels and needs and use data to adapt teaching to meet student needs.	Year Level Teams	In line with Review self assessment. End of Term 2	6 months: Staff audit assessment strategies for quality of data provide versus input.	● ● ●			
				12 months: Greater understanding of strategies and tools for evaluating student progress and teaching proficiency. Documented revised plan and possible directions for future Strategic Plan				
	Conduct a Curriculum Day in Term 2 focussing on the links between agreed School Mathematics Policy, the Victorian Curriculum, best practice pedagogy, Assessment strategies and student performance data.	The Leadership Team together with the Maths Committee and workshop from the 5/6 team.	In line with Review self assessment. End of Term 2	6 months: An critical appreciation of current assessment practices	● ● ●			
				12 months: Documented revised /validated plan for student progress evaluation and teaching efficiency. Possible directions for future Strategic Plan				
Leverage the power of technologies.	Professional Learning conducted with staff during Techie Brekkie meetings to upskill staff via the Apple Teacher Program.	Nick Burley and Vanessa Morris	In line with Review self assessment. End of Term 2	6 months: All teachers becoming Apple Teachers	● ● ●			
				12 months: More focussed use of technology and apps in delivering Teaching and Learning programs.				
	Review global connections and learning opportunities to expand the use of technologies into Teaching and Learning programs, particularly Mathematics.	Nick Burley and Vanessa Morris	In line with Review self assessment. End of Term 2	6 months: Documented discussion and evaluation of the current opportunities for student and teacher global connections in the light of productive use of classtime and student benefit.				
				12 months: Investigation of options and further opportunities for global experiences. Documented possible directions for future Strategic Plan.				

STRATEGIC PLAN 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.
- To build the school community's capacity to support student engagement.



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12 MONTH TARGETS	<p>All students, to make at least 12 month growth for each 12 months at school compared by Teacher judgement data against the Victorian Curriculum.(Taken from SPA)</p> <table border="1" data-bbox="756 548 1748 1014"> <thead> <tr> <th rowspan="2"></th> <th colspan="6">2016</th> <th colspan="6">2017</th> </tr> <tr> <th>P-1</th> <th>1-2</th> <th>2-3</th> <th>3-4</th> <th>4-5</th> <th>5-6</th> <th>P-1</th> <th>1-2</th> <th>2-3</th> <th>3-4</th> <th>4-5</th> <th>5-6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1.11</td> <td>0.98</td> <td>0.99</td> <td>.99</td> <td>1.02</td> <td>1.06</td> <td>1.1</td> <td>1.2</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> </tr> <tr> <td>Writing</td> <td>1.03</td> <td>1.02</td> <td>1.06</td> <td>1.02</td> <td>0.86</td> <td>1.03</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> <td>1.1</td> </tr> <tr> <td>Speaking and Listening</td> <td>1.11</td> <td>0.98</td> <td>1.09</td> <td>1.09</td> <td>1.09</td> <td>1.06</td> <td>1.1</td> <td>1.2</td> <td>1.1</td> <td>1.2</td> <td>1.2</td> <td>1.2</td> </tr> <tr> <td>Number and Algebra</td> <td>1.02</td> <td>1.09</td> <td>1.01</td> <td>1.07</td> <td>1.01</td> <td>1.01</td> <td>1.1</td> <td>1.1</td> <td>1.2</td> <td>1.1</td> <td>1.2</td> <td>1.1</td> </tr> </tbody> </table> <p>That there is a consistent upward trend of students in the top two bands, and a decrease in the number of students in the lowest two bands by Teacher judgement data against the Victorian Curriculum. We are aiming at a figure of 60% in the top two bands, and 0% in the lowest two bands.</p> <table border="1" data-bbox="546 1136 2297 1455"> <thead> <tr> <th rowspan="2">Students operating above and below the expected level - Reading</th> <th colspan="2">2016 Result</th> <th colspan="2">2017 Target</th> </tr> <tr> <th>2 Bands Below</th> <th>2 Bands Above</th> <th>2 Bands Below</th> <th>2 Bands Above</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>0%</td> <td>66%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 1</td> <td>0%</td> <td>43%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 2</td> <td>0%</td> <td>57%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 3</td> <td>1.35%</td> <td>51%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 4</td> <td>2.7%</td> <td>49%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 5</td> <td>3.57%</td> <td>50%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 6</td> <td>6.85%</td> <td>49%</td> <td>0%</td> <td>60%</td> </tr> </tbody> </table> <table border="1" data-bbox="546 1484 2297 1803"> <thead> <tr> <th rowspan="2">Students operating above and below the expected level - Writing</th> <th colspan="2">2016 Result</th> <th colspan="2">2017 Target</th> </tr> <tr> <th>2 Bands Below</th> <th>2 Bands Above</th> <th>2 Bands Below</th> <th>2 Bands Above</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>0%</td> <td>35%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 1</td> <td>1.23%</td> <td>20%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 2</td> <td>2.7%</td> <td>23%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 3</td> <td>5.41%</td> <td>23%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 4</td> <td>1.35%</td> <td>35%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 5</td> <td>9.52%</td> <td>25%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td>Year 6</td> <td>10.94%</td> <td>33%</td> <td>0%</td> <td>60%</td> </tr> </tbody> </table>		2016						2017						P-1	1-2	2-3	3-4	4-5	5-6	P-1	1-2	2-3	3-4	4-5	5-6	Reading	1.11	0.98	0.99	.99	1.02	1.06	1.1	1.2	1.1	1.1	1.1	1.1	Writing	1.03	1.02	1.06	1.02	0.86	1.03	1.1	1.1	1.1	1.1	1.1	1.1	Speaking and Listening	1.11	0.98	1.09	1.09	1.09	1.06	1.1	1.2	1.1	1.2	1.2	1.2	Number and Algebra	1.02	1.09	1.01	1.07	1.01	1.01	1.1	1.1	1.2	1.1	1.2	1.1	Students operating above and below the expected level - Reading	2016 Result		2017 Target		2 Bands Below	2 Bands Above	2 Bands Below	2 Bands Above	Foundation	0%	66%	0%	60%	Year 1	0%	43%	0%	60%	Year 2	0%	57%	0%	60%	Year 3	1.35%	51%	0%	60%	Year 4	2.7%	49%	0%	60%	Year 5	3.57%	50%	0%	60%	Year 6	6.85%	49%	0%	60%	Students operating above and below the expected level - Writing	2016 Result		2017 Target		2 Bands Below	2 Bands Above	2 Bands Below	2 Bands Above	Foundation	0%	35%	0%	60%	Year 1	1.23%	20%	0%	60%	Year 2	2.7%	23%	0%	60%	Year 3	5.41%	23%	0%	60%	Year 4	1.35%	35%	0%	60%	Year 5	9.52%	25%	0%	60%	Year 6	10.94%	33%	0%	60%
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Foundation	0%	27%	0%	60%
Year 1	0%	36%	0%	60%
Year 2	0%	14%	0%	60%
Year 3	0%	34%	0%	60%
Year 4	2.67%	29%	0%	60%
Year 5	0%	37%	0%	60%
Year 6	6.85%	48%	0%	60%

Students operating above and below the expected level – Number and Algebra	2016 Result		2017 Target	
	2 Bands Below	2 Bands Above	2 Bands Below	2 Bands Above
Foundation	0%	37%	0%	60%
Year 1	1.23%	20%	0%	60%
Year 2	1.35%	35%	0%	60%
Year 3	1.35%	43%	0%	60%
Year 4	2.7%	34%	0%	90%
Year 5	3.57%	44%	0%	60%
Year 6	10.94%	41%	0%	60%

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

	2016 Result		2017 Target	
	Below	Above	Below	Above
Grammar & Punctuation - % of students	1	97	0	100
Numeracy - % of students	0	96	0	100
Reading - % of students	1	96	0	100
Spelling- % of students	3	90	0	100
Writing - % of students	0	100	0	100

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

	2016 Result		2017 Target	
	Below	Above	Below	Above
Grammar & Punctuation - % of students	1	92	0	100
Numeracy - % of students	0	93	0	100
Reading - % of students	2	91	0	100
Spelling- % of students	1	91	0	100
Writing - % of students	2	92	0	100

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD



Form teams to review whole school progress and findings from Strategic Plan.	Revamp specialist timetable to bring year level teams together for common APT- develop discussion groups/PLTs. Extend Indonesian time fraction from .8 to 1.0	The leadership Team	Start of 2017	6 months: All year levels have 2 hours a week of common planning time for curriculum / data/ student progress / pedagogical discussion	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	\$19K	
				12 months: Leadership team member participation in year level team planning meetings to enhance team discussions.	● ● ●			
Review of curriculum provision across the school in terms of content, strategies and dedicated time.	Conducting a school wide Instructional Round. Following on from the success of our 2016 round which validated the engagement practices and student voice initiatives across the school, staff to generate follow-up study. Linked to PDP	The Leadership Team	Mid 2017	6 months: Year level teams working together with a more common direction	● ● ●		\$4K	
				12 months: Improvement in the Teacher survey scores related to shared pedagogy, students learning environment and school culture	● ● ●			
	Review consistency in pedagogy across the school.	The Leadership Team	Mid 2017	6 months: Knowledge and understanding of teaching practices across the school for reflection and development.	● ● ●			
				12 months: More unified approach and teaching and learning language across the school	● ● ●			
Reviewing and developing learning pathways for identified cohorts.	Review school transition practices in comparison with current evidenced based best practice	The Umbrella Committee	Mid 2017	6 months: In the light of recent changes to school approaches, analysed student and parent school developed surveys which looked at current transition between year levels.	● ● ●			
				12 months: Work from 6 month findings to further develop transitions across the school.	● ● ●			
	Expand vertical groupings of Mathematics instruction across the school	The Mathematics Curriculum Committee	Staged program across year levels. End of 2017	6 months: Grade 5 and 6 levels sharing success of 2016 trial/ Deakin Alliance project. Continued operation of approach. Grade 3 and 4 timetabling common teaching sessions and establishing data based differentiated groups across common topic	● ● ●			
				12 months: Vertical groupings regularly timetabled across year levels Improvement in quality of teacher discussions of student data Improvement in spread of teacher judgements on student achievement.	● ● ●			
Develop a whole school approach to the teaching of Spelling to improve student learning outcomes.	School visits to investigate other spelling approaches	Fiona Davis and Melissa Duckworth	February	6 months: Agreed approach – <i>Words their Way</i>				
	Select of new school approach. Professional Learning for teachers related to the teaching of Spelling using teacher experts from staff	Fiona Davis and Melissa Duckworth	Term 1	6 months: Minutes of year level meetings and planning documents demonstrate changing teacher practice in teaching writing and spelling. Year level minutes demonstrate the use of I Can Writing statements for moderation and assessments 12 months: Term planners and teachers weekly planning documents clearly show the way spelling is taught. Professional learning sessions on spelling in term planner				
	Look at NAPLAN writing criteria through SPA to ascertain our students strengths and weaknesses to inform teacher practice	Leadership Team	Term 1 Term 3	6 months: Document outlining student's strengths and weaknesses of NAPLAN spelling 2016 performance presented to teachers. 12 months: Document outlining student's strengths and weaknesses of NAPLAN spelling 2017 performance presented to teachers.				



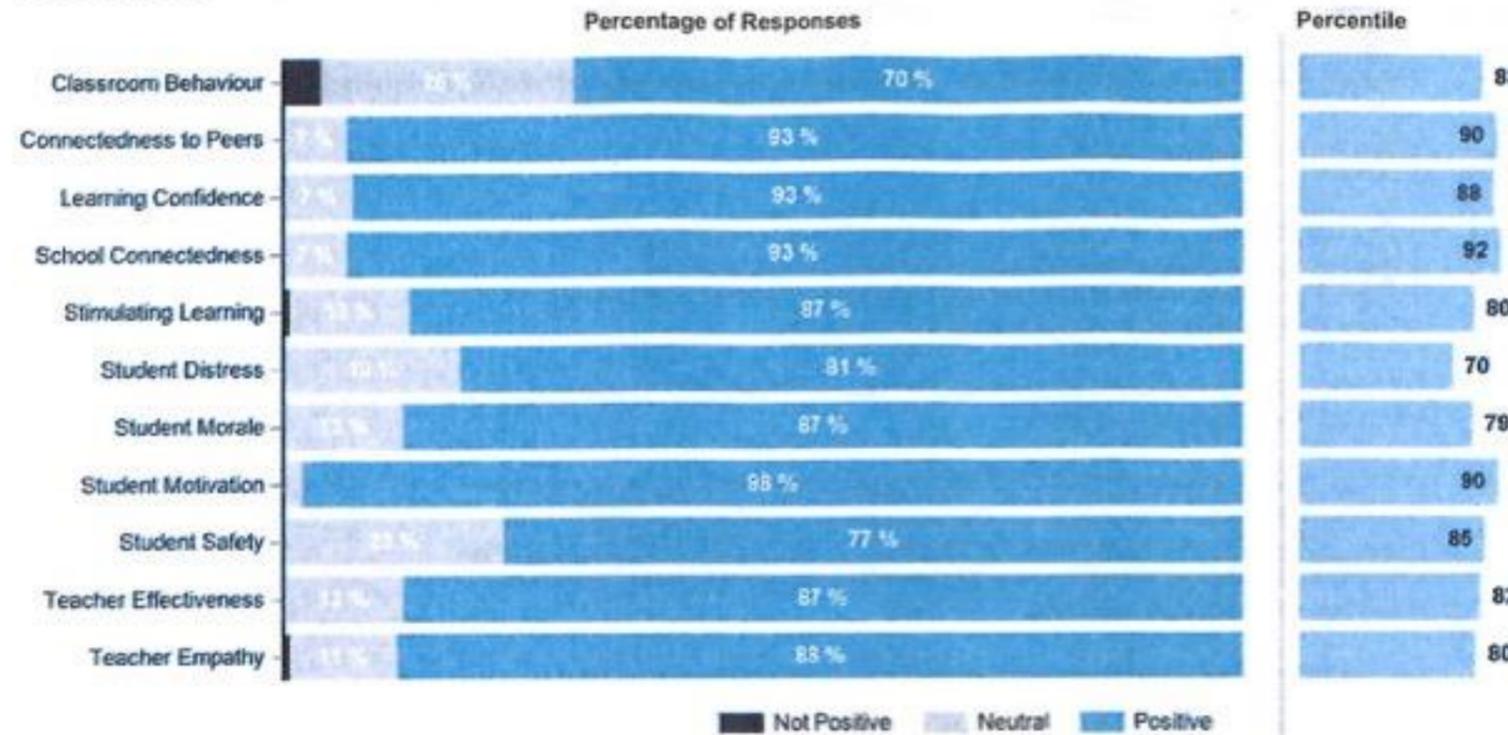
Document agreed and consistent whole-school approaches to curriculum planning	Create documentation of agreed processes for teaching spelling across the school.	Fiona Davis and Melissa Duckworth	End 2017	6 months: Documentation of instructional models for teaching spelling begun. 12 months: Documentation of agreed instructional model for teaching spelling.				
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STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> 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. To build the school community's capacity to support student engagement. To review and revise the school's processes and structures for sustaining seamless transition of students into, through and from the school. To establish structures and processes that enable the school to maximise use of all available resources.
IMPROVEMENT INITIATIVE	Building communities
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> 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 Whole school processes, procedures and practices are documented, resourced and embedded in the practice of all staff, as evidenced 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

Years 5-6: 2016



To achieve 95% or better on the Student Attitudes to School Survey for aspects related to 21st Century Learning environment- Connectedness to Peers, Learning Confidence, School Connectedness, Student Motivation, Student Morale, Student Distress.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Provide opportunities for students to communicate in a global community.	The school will join the Curiosity and Powerful Learning Network, and involve staff in professional learning focussed on year level communities of practice working towards improving teaching practice, student voice, engagement and improved learning outcomes.	The Leadership Team	Ongoing project commitment with the Powerful Learning Network broken down into key yearly steps	6 months: Select key action team to take part in introductory PL. Implement take back PL to all staff through Staff Meetings and PL sessions.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	\$10K	
				12 months: Staff reflecting positively on key elements of change that they have implemented to their teaching practice reported through the PDP process. Greater consistency in student achievement across and between year levels.	● ● ●			
Implementing student programs that reflect the school's vision for developing 21 st Century learners in a global world.	Implement the Resilience Project across the school. The year will commence with a joint Curriculum Day with Warranwood PS, staff being delivered a PL program by Maria Roberto. Follow-up will be the introduction of Whole School; student, staff and parent program of the Resilience Project during Term 1.	The Leadership Team and Welfare staff	Term 1	6 months: Staff- Feedback from Staff/ changes to approach and practice Students- Improvement in attitudes and tolerance to others- Connectedness Parents- Number of parents that attend community meeting	● ● ●		\$9K	
				12 months: Growth in Student engagement, responsibility and ownership of their Learning and Learning Environment.	● ● ●			
	Review school communication practices in comparison with current best practice, identifying similar schools achieving higher from the Panorama Report.	Leadership and Admin Staff	Term 2	6 months: Utilise SEIL to contact higher achieving schools on Panorama report for discussion of their approaches to family communications.	● ● ●			
				12 months: Address highlighted deficits.	● ● ●			
			Term 3	6 months:	● ● ●			



	Review strategies in place across the school to enhance parent participation.	Umbrella Education Committees		Surveyed parents to ascertain areas that they would be comfortable to be involved at school. 12 months: Address areas where parents have indicated that they could assist students.	● ● ●			
	Utilise survey data from Student, Parent and Staff surveys with a focus on Wellbeing.	Leadership Team	Term 3	6 months: Conduct a large sample of parents for Opinion survey.	● ● ●			
12 months: triangulated data from each of the surveys indicating high level of satisfaction with areas that relate to Connectedness to Peers, Learning Confidence, School Connectedness, Student Motivation, Student Morale, Student Distress.				● ● ●				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			

Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Yes	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	Yes	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	Yes	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	Yes	Select status	
Positive climate for learning	Empowering students and building school pride	Yes	Select status	
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	Yes	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	Yes	Select status	
	Global citizenship	Yes	Select status	
	Networks with schools, services and agencies	Yes	Select status	
	Parents and carers as partners	Yes	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

