

[Orbost Primary School] [2016]

Based on Strategic Plan [2015-2018]

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

Guide to developing the Annual Imple

To focus effort where it is most needed, 1 government school system. The four prio

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learnin

Six evidence-based initiatives assist scho evidence-based strategies that when imp student outcomes. The initiatives are ass way (please refer to the *Framework for In*

Priority	Initiatives
Excellence in teaching and learning	Building p together Curriculum curriculum p to suit indivi
Professional leadership	Building le develop the
Positive climate for learning	Empowerin approaches Setting exp communities engagement
Community engagement in learning	Building c relationships

To guide the development of the 201 Outcomes (AIP) schools will work with su to conduct an annual evaluation of stude Strategic Plan. Schools then diagnose th more initiative.

Princinal and teacher performance and de

Excellence in teaching and learning	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 the strategic plan and any particular attention.

The major focus of a 'Positive Climate for Learning – Empowering Students and Building School Pride' was selected by the whole school strategic plan. The staff feel that pedagogical improvements are being made and can continue to be built on, but that work can be done at higher levels in the school and feedback from students should be sought and included in decisions about school programs. Developing student voice and has not yet been fully implemented and it is hoped that initiatives like this will have a flow on effect on student culture and learning. Student culture and engagement using James Nottingham strategies and school values have been developed in line with these included in the strategic plan. Mindsets and metacognitive strategies through the use of this language will continue to enhance student motivation and application, School Survey results as well as learning outcomes measured by NAPLAN.

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 and diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Positive Climate for Learning – Empowering Students and Building School Pride	<ul style="list-style-type: none"> • Implement systems that give students greater opportunity to provide feedback to teachers about decisions that affect their learning. • Develop strategies that improve student's intellectual engagement and awareness of their own learning. • Improve student safety, wellbeing and relationships by strengthening whole-school approaches to decision making.



	To improve Literacy and Numeracy outcomes for all students at all levels of ability.		90% of all students assessed at or above the expected level on teacher judgement
		12 month targets	100% of students to achieve 12 months growth in writing based on teacher judgement NAPLAN results for 2016 show less than 25% of students in Grade 5 achieve

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	M
Develop agreed consistent instructional practices across whole school with a particular focus on literacy.	Engage staff in discussions and reflection around whole school purpose and beliefs and understandings.	Establishment of key responsibility position for Teaching and Learning. Allocate staff meeting time to professional learning on effective instruction. Provide opportunities for staff to visit other schools.	Principal Teaching and Learning Leader All staff.	Initial discussions held in staff meeting before the end of term 1. Ongoing.	Al St In
	Develop staff understanding of the importance of formative assessment and provide learning opportunities on a range of tools that can be used across all classrooms.	Allocate staff meeting time and release time as needed for development of staff capacity. Google Apps for Education set up to allow for sharing of approaches and ideas.	Assessment and Reporting Leader Principal	Term 1 and Term 4	St Re Te gr Gi
Implement teacher observations and feedback processes.	Develop staff capacity to use evidence based instructional practices in the classroom. Ensure consistency of practice across the school.	Establishment of key responsibility position for Teaching and Learning. Instructional Rounds implemented. Develop agreed instructional model.	Leadership Team Principal	Model developed by end of term 1. Instructional Rounds implemented at start of Term 2.	Co cl Al as St
Strengthen data literacy and use of data to inform targeted teaching.	Implement processes for classroom visits, peer feedback and reflection.	Instructional Rounds. Allocation of staff meeting time. Collaboration through Google Apps for Education. Digital Learning Leader sets up structures and runs PD for staff on using Google Apps for collaboration and sharing.	Teaching and Learning Leader Digital Learning Leader Principal. All staff.	Visits commenced in term 1. Consistent approaches identified and adopted in term 2.	Al Pl St re St
	All staff to be actively engaged in FEGLA Collegiate teams and professional development activities.	Co-operation between schools to arrange joint student free day. Staff provided opportunity to visit other schools as required.	Principal All staff responsible for their own participation.	Term 2	Al Al Al

	engagement, challenge, independence, self-directed inquiry and deep thinking.		<p>To improve the following measures in the Students Attitude to School survey</p> <ul style="list-style-type: none"> ▪ Student Safety from 4.11 in 2014 to 4.50 in 2016 and beyond. ▪ Classroom Behaviour from 2.95 in 2014 to 3.50 in 2016 and beyond ▪ Learning confidence from 3.84 in 2014 to 4.30 in 2016 and beyond ▪ Stimulating Learning from 4.03 in 2014 to 4.30 in 2016 and beyond
		12 month targets	<p>90% of students will lead a conference with their parent and teacher.</p> <p>All staff using agreed protocols to conduct conferences.</p> <p>Change of culture amongst students, parents and staff that these conferences are a part of the learning and encourages them to take greater responsibility.</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	M
<p>Implement systems that give students greater opportunity to provide feedback to teachers about their classroom learning and to have a voice in decisions that affect their learning.</p> <p>Develop strategies that improve student's intellectual engagement and awareness of their own</p>	Ensure all students have the opportunity to provide regular feedback to their teacher on classroom learning.	Allocate whole school responsibility position to Student Leadership/Voice. Student surveys are developed. Time release provided to visit other schools who are using student surveys to provide feedback on learning.	Student Leadership/Voice Co-ordinator. Principal.	End of term two all students have completed at least one survey/feedback opportunity on classroom learning.	Al te Te pr Al St ar St le
	Provide professional learning for staff on student classroom surveys.	Allocate staff meeting time. Student Leadership responsibility position.	Student Leadership/Voice Co-ordinator. Principal.	End of term one all staff will have undertaken professional learning about student surveys and feedback.	Al PE Gr In Re co
	Explicitly teach metacognitive skills to students.	Research best practice in teaching metacognitive skills to primary students. Continue to develop staff and student use of 'language of learning'.	Teaching and Learning Leader. Classroom teachers.	Term 4	St sc 'L Te la

	and productive school citizens.		All students demonstrate a ≥ 1.0 AusVELS level growth over a 1 year period General Satisfaction on Parent Survey increase from 5.68 in 2014 to 6.00 in 2016 and beyond Attendance – data indicates fewer than 15 days absent per student annually.
		12 month targets	Absences less than 15 days per student for the year. New camps program implemented across all grades. Student tracking program fully implemented and populated with relevant student data.

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	IMPACT
<p>Develop systems and processes where student wellbeing is seen as of equal importance to academic learning.</p> <p>Improve student safety, wellbeing and relationships by strengthening whole-school approaches to student behaviour, relationships and decision-making.</p>	Relevant information on students passed on between teachers each year based on assessment schedule.	Investigate systems for student tracking and information collection eg. ClearTrack/Compass/XUNO and ensure they are used effectively to collect relevant student information.	Principal Classroom teachers	Term 2	All or Term
	Prep teacher reviews information in Transition Learning and Development Statement, and uses to inform curriculum planning.	Ensure information is passed on from kinder to OPS.	Prep teacher	Ongoing	Student
	Establish connections with families and children Establish regular connections/meetings with OSC. Continue to pass on relevant information to high schools.	Regular communication with parents and OSC regarding transition. Develop shared transition processes with OSC and other feeder schools.	Grade 6 teachers Principal KESOs Chaplain Student Leadership Co-ordinator.	Term 3 and 4 as focus. Ongoing	Student Grade At Ch
	Introduce individual student interviews and learning conferences.	Use online booking system. Build capacity of staff and students to manage individual learning conferences. Investigate best practice in this area and share with all staff. Aim for 100% attendance rate by students and parents. Develop survey to capture student and staff feedback about process.	Principal Assessment and Reporting Leader Classroom teachers.	Term 1.	All Fe
	Review and implement camps and excursion program.	Investigate new camps for each grade level. Implement new camps and excursions for each grade level, ensuring that all activities are at an	Principal Classroom teachers	Term 1-4	All Ne ar

targets

All specialist programs maintained for 2017.
 Student growth targets met – 12 months growth for 12 months learning for all st
 Parent Opinion Survey data reflects improved perceptions.
 Staff Opinion Survey reflects improved perceptions.

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	I
<p>Ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students</p>	<p>Consult with staff about future intentions. Ensure accurate predictions of student numbers for 2017 – 2019. Develop SRP models and present to Consultative Committee.</p>	<p>Staff consultation process. Gather data from pre schools on student numbers and intentions.</p>	<p>Principal</p>	<p>Term 3</p>	<p>St to Ex Cu Sp</p>
	<p>Develop roles and responsibilities in consultation with staff and based on strategic initiatives.</p>	<p>Staff surveys. Staff meeting time allocated for review and discussion.</p>	<p>Principal</p>	<p>Term 4</p>	<p>In St St Pc</p>
	<p>Develop accurate program budgets. Present up to date budget reports to Finance Committee and School Council. Present up to date SRP reports to Consultative Committee, Finance and School Council.</p>	<p>Admin meetings with Principal and Business Manager.</p>	<p>Principal Business Manager</p>	<p>Ongoing</p>	<p>Bu SF Sc</p>
	<p>Develop Leadership Teams capacity to plan and align resources with programs.</p>	<p>Leadership team meetings – time allocated for analysis of school data and documents. Build staff capacity in data analysis.</p>	<p>Principal Leadership Team</p>	<p>Ongoing</p>	<p>In Gr Al St te</p>
	<p>Continue to develop positive relationships with all members of school community. Investigate options for 3rd party programs to enhance parent communication and engagement eg. Compass, XUNO. Build on opportunities for parents and community members to attend the school.</p>	<p>Further develop social media as a way of communicating with parents and the community. Investigate other electronic means of communicating with parents and community. Develop student leadership opportunities. Build on opportunities for students to be involved in community activities – ie. Camps, excursions, activities. Friday afternoon clubs and activities program – involve community members in running program.</p>	<p>Principal Classroom teachers Business Manager</p>	<p>Ongoing</p>	<p>In St co Al sc Al co Pu vis</p>

	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence

ENGAGEMENT

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence

WELLBEING

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence

PRODUCTIVITY

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence