

# 2016 Annual Implementation Plan: for Improving Student Outcomes

1252

## CARLTON NORTH PRIMARY SCHOOL

Based on Strategic Plan 2014-2017

### Endorsements

Endorsement by School Principal	Signed.....  Name: Mr Latham Burns  Date.....
Endorsement by School Council	Signed.....  Name: Ms Alma Gill  Date.....
Endorsement by Senior Advisor	Signed.....  Name: Mr Jonathan Lowe  Date.....

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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> 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 LoLWect 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

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

Initiatives Rationale:		
<p>Based on the value added trends observed in NAPLAN data over the past three years, there has been inconsistency in relation to student growth in the area of writing. Reading, Spelling, Punctuation and Grammar all demonstrate consistent growth. The evidence suggests that students are not applying the strategies in reading and the mechanics of writing into their LoLWf-directed writing pieces. The current peer observation/feedback approach has enabled teachers to observe the practice of each other in a safe environment. Feedback by peers is based on judgemental observations rather than non-judgemental observations, and is supported by the meta-analysis by Professor John Hattie where peer coaching has resulted in an effect size of 0.73. Training staff in coaching techniques and clinical observations will strengthen their capacity with a focus in writing. Junior School Council is ready to expand to have a key role into the learning of students and the school environment, enabling them to develop their own goals, priorities and action plans. Resilience is a key wellbeing focus in our community, particularly when members of our community face adversity on a minor scale. Each of the four identified areas for development are designed to be interlinked to ultimately improve student learning, wellbeing and engagement outcomes.</p>		
Key Improvement Strategies (KIS)		
Initiative:	KIS	
<b>Building practice and excellence</b>	Further develop the current evidence-based teaching practices to respond directly to students' needs.	<ul style="list-style-type: none"> <li>• Review current teaching and learning strategies in the teaching of writing;</li> <li>• Develop and implement a whole school approach in writing;</li> <li>• Maintain a focus in writing;</li> <li>• Create a clear outline of expected pedagogical practices in writing for staff induction, professional learning and succession planning.</li> </ul>
	Implement the AusVELS with a focus on developing knowledge and skills across the curriculum.	<i>Teacher leadership release 0.2FTE (SRP Credit) - \$19 240 / Assistant Principal (Stud. Learning) 0.3FTE (SRP Credit) - \$34 264 / Literacy Aide 0.2FTE (SRP Credit) - \$11 427/ Literacy Consultant (SRP Cash) - \$8000 / Release 8 Days (SRP Cash) - \$2 800 Year 1/2 Support Teacher (SRP Credit) - \$9 657</i>
	Further develop family partnerships focused on student learning.	<ul style="list-style-type: none"> <li>• Analyse the current peer observation/feedback model and identify successful strategies;</li> <li>• Research and implement a peer coaching model to include the successful observation/feedback model strategies with a focus on writing;</li> <li>• Develop the capacity of key leaders within the school to undergo coaching training to reinforce with the school leadership team;</li> <li>• Create a clear process for peer coaching for staff induction / succession planning.</li> </ul>
	Improve processes for resource allocation against strategic plan priorities	<i>Teacher leadership release 0.3FTE (SRP Credit) - \$24 546 / Timetabled Release (SRP Credit) - \$2 639</i>
<b>Setting expectations and promoting inclusion</b>	Enhance the engagement of students in their learning through the use of LoLWf-reflection and feedback	<ul style="list-style-type: none"> <li>• Review the current practices of the Junior School Council;</li> <li>• Research opportunities for students to actively contribute to the learning direction and operations of the school;</li> <li>• Form an elected student body that represents the students as the Junior School Council;</li> <li>• Coach the Junior School Council in leadership, goal setting and action plans.</li> </ul>
	Further develop family partnerships focused on student learning	<ul style="list-style-type: none"> <li>• Research good teaching practices relating to social and emotional learning with a focus on resilience;</li> <li>• Develop a whole school community approach to incorporate resilience in learning and school events.</li> </ul>
		<i>Assistant Principal (Wellbeing) 0.3FTE (SRP Credit) - \$34 264 / Release 8 Days (SRP – Cash) - \$2800</i>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goal	To continue to add value to learning outcomes for all students from prep to Year 6 in the areas of writing, reading and mathematics through whole school model of agreed teacher practice	Targets	<ul style="list-style-type: none"> <li>• All Year 6 students (deemed capable) to achieve AusVELS 'C' rating or above across the curriculum;</li> <li>• Achieve an effect size of greater than 0.8 between matched cohorts in Reading, Writing and Mathematics NAPLAN scores from Year 3 to Year 5;</li> <li>• 100% of the Professional Development budget and SRP credit funding is spent.</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>• 40% of students to achieve more than one years' growth in writing according to teacher judgements in the December reports.</li> </ul>		
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 current teaching and learning strategies in the teaching of writing.	<ul style="list-style-type: none"> <li>• Appoint two Leaders of Learning: Literacy (LoLL) to lead the area of writing;</li> <li>• LoLL to develop a teacher audit to reflect on their current teaching practice in writing;</li> <li>• LoLL to analyse audit results to establish trends and target areas;</li> <li>• Review the current 'writing givens' to ensure they continue to reflect current research;</li> <li>• Review the current writing assessment schedule and practices;</li> <li>• Performance and Development goals include a focus on writing.</li> </ul>	<ul style="list-style-type: none"> <li>• LoLL allocated classroom release when required to undertake their role and to undertake visits to other schools (minimum 4 days each)</li> <li>• Utilise audit template and alter accordingly;</li> <li>• Performance and development goals developed on the Term 1 curriculum day.</li> </ul>	Leaders of Learning: Literacy • Cath McLardy • Amanda Nicholls  Classroom Teachers	LoLL appointed by the beginning of Term 1.  Audit provided to staff and completed by week 4, Term 1 and again by Week 8 in Term 4.  Reviews to be completed by week 7 of Term 1.	<ul style="list-style-type: none"> <li>• LoLL with clear roles and responsibilities documented;</li> <li>• 'Writing givens' documented, displayed and practiced by teachers;</li> <li>• Assessment schedule updated and referred to in planning sessions;</li> <li>• Audit analysed and compared based on Term 1 and Term 4 data;</li> <li>• Audit used to inform Performance and Development goals.</li> </ul>
Develop and implement a whole school approach in writing.	<ul style="list-style-type: none"> <li>• Teachers work with a writing consultant to provide quality professional learning to teachers;</li> <li>• LoLL engage with the University of Melbourne to research teaching skills and strategies in writing;</li> <li>• Develop a whole school lesson framework for the teaching of writing that includes teaching strategies and writing language;</li> <li>• Develop a whole school assessment schedule for writing;</li> <li>• Build into the writing approach student self and peer assessment;</li> <li>• Specialist classes utilised as a stimulus for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultant to provide whole day professional learning on the Term 2 and Term 3 curriculum days;</li> <li>• At least four staff forums allocated to Writing in Terms 2, 3 and 4;</li> <li>• Consultant to model lessons periodically throughout the year, beginning with Year 3/4;</li> <li>• LoLL released to meet members from the University of Melbourne once per term;</li> <li>• Develop student rubrics for LoLWf and peer reflection on writing, with 3-6 students having input into their construction;</li> <li>• Allocation of \$15 000 to the Literacy budget.</li> <li>• MAPPEN utilised as a stimulus for writing - \$4000</li> </ul>	Leaders of Learning: Literacy  Writing Consultant  Principal Team  University of Melbourne  Years 3-6 Students	Consultant appointed by the end of Term 1.  Lesson framework completed by week 10, Term 2.  Assessment schedule for writing finalised by Week 10, Term 3;  Student rubrics developed for each text type (two per term).	<ul style="list-style-type: none"> <li>• Teacher reflections on modelled lessons by the consultant provided to the leadership team;</li> <li>• Consistency of practice observed by the leadership team during planning sessions and classroom walkthroughs;</li> <li>• Assessment scheduled updated and referred to in planning sessions;</li> <li>• Students completing peer assessment rubrics and present as part of the portfolio in student led conferences in Term 4;</li> <li>• Use of MAPPEN utilised for planning units of work with links to the writing program.</li> </ul>
Maintain a focus on writing .	<ul style="list-style-type: none"> <li>• Examples of good writing by students and good writing strategies emphasised at assemblies, community events, etc.</li> <li>• Writing to be first on the agenda for all meetings, including briefing;</li> <li>• Peer coaching to be targeted towards writing;</li> <li>• Specialist teachers to take writing sessions;</li> <li>• Specialist and classroom teachers develop opportunities to link writing to other learning areas;</li> <li>• Writing updates to parents posted on Konnective weekly;</li> <li>• Display boards to be updated each term across the school with examples of great writing on display;</li> <li>• Peer coaching initiative to focus on Writing sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Two students to share their writing at each assembly;</li> <li>• Teachers to develop goals to improve their practice in writing through peer coaching in Term 2, 3 and 4;</li> <li>• Whole school writers festival timetabled into the school calendar for 2016;</li> <li>• Art teacher assigned to Year 1/2 to support Literacy for 5 sessions per week;</li> <li>• PE/PA teacher to release ICT/Data leaders for 2 sessions per week, taking their class for writing;</li> <li>• LoLL to post writing updates on Konnective by Friday of each week to engage parents in the writing focus;</li> <li>• Teams to create writing displays of student work during fortnightly Team Meeting times;</li> <li>• Teachers undertake peer coaching in writing each term.</li> </ul>	Leaders of Learning: Literacy  Principal Team  Leadership Team  Teachers  Students	Specialist timetable developed at the beginning of each term;  Each teacher to have been observed and coached in writing by their peers;  Writers festival to be included as part of Literacy and Numeracy Week in Term 3;  Students sharing writing and weekly Konnective updates to commence from Term 2;  Student work on display from Term 2.  All teachers to be observed, coached and acted as coach with peers by the end of Term 4	<ul style="list-style-type: none"> <li>• Students confident in sharing their writing to an audience at assembly;</li> <li>• Specialist Timetable to reflect inclusion of specialists in writing;</li> <li>• Writers festival published in the school newsletter and website;</li> <li>• Konnective posts monitored by the Communications Sub-Committee;</li> <li>• Display boards around the school (except for Art) are updated each term.</li> </ul>
Create a clear outline of expected pedagogical practices in writing for staff induction, professional learning and succession planning.	<ul style="list-style-type: none"> <li>• LoLL to facilitate workshops with teachers to develop a writing pedagogical model for the school;</li> <li>• LoLL meet with new teachers to explain the writing pedagogical model;</li> <li>• LoLL to model writing sessions for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• At least four staff forums allocated to Writing in each term beginning in Term 2;</li> <li>• Principal and Assistant Principal to meet fortnightly to put together an induction resource;</li> <li>• LoLL to model writing to individual teachers at a point of need, including the inclusion of ICT.</li> </ul>	Leaders of Learning: Literacy  Teachers	Induction framework developed by the Principal Team by Week 10 of Term 2.  LoLL to timetable in modelling lessons (approx. 1 each per fortnight.)	<ul style="list-style-type: none"> <li>• Staff forum schedule includes four sessions for writing;</li> <li>• Completed induction resource;</li> <li>• Timetabled modelling sessions by LoLL with reflections written by the observing teacher(s).</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goal	To ensure all students are connected, motivated and actively involved in their learning.	Targets	<ul style="list-style-type: none"> <li>Results of Student Attitudes to School Survey for Stimulating Learning (4.43) Student Motivation (4.69) and School Connectedness (4.60);</li> <li>Results in Parent Opinion Survey for Student Motivation to move to (5.71+) and School Connectedness to move to (5.93) and Stimulating Learning to move to (5.92)</li> <li>Results in Staff Opinion survey for Students Motivation to be maintained above 85%.</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Maintain results in Parent Opinion Survey for Student Motivation to 5.71+ and School Connectedness to 5.93+ and Stimulating Learning to +5.92.</li> <li>Improve results of the Student Attitudes to School Survey for School Connectedness to 4.50.</li> </ul>		
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 the current practices of the Junior School Council.	<ul style="list-style-type: none"> <li>Leaders of Learning: Student Leadership (LoLSL) to list the current roles and responsibilities of the Junior School Council (JSC);</li> <li>LoLSL to seek feedback from 2015 student leaders regarding their role looking at strengths and areas for improvement;</li> <li>LoLSL to access current research on enhancing student voice and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>LoLSL to survey/interview 2015 leaders;</li> <li>LoLSL to liaise with the University of Melbourne to research great practice in student voice.</li> </ul>	Leaders of Learning: Student Leadership <ul style="list-style-type: none"> <li>Mikaela Cross</li> <li>Carlye Sinclair</li> </ul> Principal Team Junior School Council University of Melbourne	2015 student leaders interviewed by the end of Week 4, Term 1. Research completed by Week 7 in Term 1.	<ul style="list-style-type: none"> <li>JSC to have documented roles and responsibilities that have been approved by the Principal Team and based on feedback from 2015 JSC leaders and linked to research.</li> </ul>
Research opportunities for students to actively contribute to the learning direction and operations of the school.	<ul style="list-style-type: none"> <li>LoLSL to work with all staff on developing a list of opportunities for students to have an active role in the direction, planning and operations of the school;</li> <li>LoLSL to participate in with various committees and teams to facilitate student contribution;</li> <li>Students develop an online term newspaper for their peers;</li> <li>JSC leaders write a weekly report for the school newsletter;</li> <li>School Improvement Team (SIT) to work in collaboration with the JSC on improving the school environment;</li> <li>LoLSL to research opportunities for student voice beyond the school (e.g. Student Congress).</li> </ul>	<ul style="list-style-type: none"> <li>Seek approval from school council to have student representatives on council and on sub-committees;</li> <li>Year 3-6 students to collaborate producing the online term newsletter;</li> <li>Library Technician assigned to assist students with formulating the online newsletter in collaboration with the LoLSL;</li> <li>JSC and SIT to undertake at least one joint sitting per term for students to develop strategies to improve the school environment.</li> </ul>	Leaders of Learning: Student Leadership Principal Team Teachers Library Technician Junior School Council School Improvement Team School Council	School council approval of students on various committees by the second meeting of Term 1.	<ul style="list-style-type: none"> <li>JSC representatives minuted as being present at school council and sub-committee meetings;</li> <li>JSC minutes provide students with feedback from school council and sub-committees;</li> <li>Student attendance at 'extra-curricular' events outside of the school, representing the school in the area of student voice.</li> <li>Online student newspaper available at the end of each term;</li> <li>Newsletter reports included in each newsletter for the year.</li> </ul>
Form an elected student body that represents the students as the Junior School Council.	<ul style="list-style-type: none"> <li>LoLSL to identify key student leadership positions for 2016;</li> <li>LoLSL to manage the election of students to form the Junior School Council;</li> </ul>	<ul style="list-style-type: none"> <li>LoLSL to access the resources from the Australian Electoral Commission to undertake elections.</li> <li>Two students from each year level from Year 1 will represent their year level on JSC.</li> <li>JSC Budget: \$1000, with \$500 from fundraising.</li> </ul>	Leaders of Learning: Student Leadership	Election Timeline and resources developed by the end of Week 2, Term 1. Elections conducted by Week 7, Term 1.	<ul style="list-style-type: none"> <li>Elected representatives announced at the final assembly for Term 1;</li> <li>Junior School Council minutes written by JSC members and reviewed by the LoLSL.</li> </ul>
Coach the Junior School Council in leadership, goal setting and action plans.	<ul style="list-style-type: none"> <li>Access consultants to train the LoLST and the JSC;</li> <li>LoLSL to meet with the JSC fortnightly with the agenda set by students;</li> <li>JSC Leaders to facilitate meetings guided by the LoLSL.</li> </ul>	<ul style="list-style-type: none"> <li>Appoint consultants to undertake training with LoLSL and students;</li> <li>Provide release time for LoLSL to participate in professional learning and networking opportunities where appropriate;</li> <li>Teachers to apply their peer coaching skills to coaching JSC leaders in their role.</li> <li>LoLSL provided up to four days altogether for developing and leading the JSC - \$1400</li> </ul>	Leaders of Learning: Student Leadership Junior School Council	Consultant to undertake training with leaders and students in Term 1 & 2. Fortnightly meetings held at lunchtimes.	<ul style="list-style-type: none"> <li>JSC leaders organising and facilitating JSC meetings with LoLSL acting as coaches and mentors to the students;</li> <li>Students to LoLWf-initiate and LoLWf-manage school events.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goal	To ensure students feel safe and happy and develop resilience and LoLWf-esteem.	Targets	<ul style="list-style-type: none"> <li>Results in the Student Attitudes to School Survey for Connectedness to Peers to be at or above the third quartile (4.48)</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Results in the Student Attitudes to School Survey for Classroom Behaviour to be at or above an average score of 3.01</li> <li>Results in the Student Attitudes to School Survey for Student Morale to be at or above an average score of 5.75</li> </ul>		
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
Research good teaching practices relating to social and emotional learning with a focus on resilience.	<ul style="list-style-type: none"> <li>Appoint two Leaders of Learning: Wellbeing (LoLW) and provide these leaders with clear roles and responsibilities;</li> <li>LOLW leaders to review LOLW practices in relation to KidsMatter;</li> <li>LOLW leaders to research 'resilience' skills and workshop outlines for students, parents and staff;</li> <li>LOLW leaders to work with staff on developing a common language around LOLW with a focus on resilience based on the research;</li> <li>LOLW leaders to consult with the JSC around the meaning of resilience and expected behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>LOLW leaders to present research specifically relating to developing resilience to staff during scheduled staff forums in Term 1;</li> <li>LOLW leaders draft a common language approach to working through specific behaviours/situations and seek feedback from students, staff and parents.</li> <li>LOLW leaders to research and organise outside organisations that work with students in the area of resilience.</li> </ul>	Leaders of Learning: Wellbeing • Jane Stevanovski • Chris Atkins  Teachers  Principal Team	Research completed by the end of Term 1.  Two staff forums devoted to LOLW each term with a focus on school wide work on resilience.	<ul style="list-style-type: none"> <li>Review report and creation of ideas distributed to all staff;</li> <li>Regular messaging around resilience at school assemblies and through the school newsletter;</li> <li>JSC members promoting resilience around the school.</li> </ul>
Develop a whole school community approach to incorporate resilience in learning and school events.	<ul style="list-style-type: none"> <li>LOLW leaders develop a whole school strategy and timeline for 'resilience' to be included in lessons and school events;</li> <li>Broadcast the importance of developing resilience for everyone in school communication forums;</li> <li>Provide a series of resilience building workshops to students, parents and staff;</li> <li>Promote resilience behaviours in publicity material distributed by the school;</li> <li>LOLW leaders in conjunction with the leadership team and school council to develop behaviour expectations and common language approach for students, parents and staff at Carlton North Primary School;</li> <li>LOLW leaders develop a pre/post survey for students, staff and parents in relation to their knowledge of resilience.</li> <li>Staff to develop a whole school Student Wellbeing Policy with behaviour expectations, guidelines and processes.</li> </ul>	<ul style="list-style-type: none"> <li>LOLW leaders released in Term 1 to conduct the review with the Assistant Principal;</li> <li>LOLW leaders work with the Assistant Principal to develop the action plan;</li> <li>Engage with outside agencies to provide sessions on resilience for students, parents and staff;</li> <li>Behaviour expectations developed by the JSC working with the student body and displayed in all learning spaces.</li> </ul>	Leaders of Learning: Wellbeing  Teachers  Parents  Principal Team  Students	Plan of action completed by the end of Term 1.  Parent / Staff forums planned planned the school schedule by the end of Term 1.  Draft Student Engagement Policy tabled at the first School Council meeting in Term 2.  Behaviour expectations finalised by the end of Term 2.  Survey completed by staff by the end of Term 1 and the end of Term 4.	<ul style="list-style-type: none"> <li>Teacher planning demonstrates explicit teaching of the concept of resilience;</li> <li>Observational notes of student learning records instances of students demonstrating resilience and areas for improvement;</li> <li>Wellbeing display board highlighting student learning in the area of resilience;</li> <li>Parent and staff workshops show increased capacity to work with children in resilience according to post-survey data.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goal	To maximise the ways in which resources support the goals identified in the strategic plan.	Targets	<ul style="list-style-type: none"> <li>Achieve an effect size of greater than 0.8 between matched cohorts in Reading, Writing and Mathematics NAPLAN scores from Year 3 to Year 5.</li> <li>100% of the Professional Development budget and SRP credit funding is spent</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>40% of students to achieve more than one years' growth in writing according to teacher judgements (AusVELS) in the December reports.</li> </ul>		
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
Analyse the current peer observation / feedback model and identify successful strategies.	<ul style="list-style-type: none"> <li>Collect all documents relating to the peer observation/feedback model;</li> <li>Survey teaching staff on the model and identify strengths and areas that can be transferred into a peer coaching model;</li> <li>Utilise analysis findings in the development of the peer coaching model.</li> </ul>	<ul style="list-style-type: none"> <li>Release Leaders of Learning: Building Teacher Capacity (LoLBTC) from classroom duties to work with the Principal on the survey (2 sessions each)</li> <li>Agenda documentation and survey analysis for Leadership Meetings</li> <li>Share analysis findings with representatives from the University of Melbourne</li> </ul>	Leaders of Learning: Building Teacher Capacity • Diana Wright • Erin Janas Principal Team Teaching Staff University of Melbourne	To be undertaken and completed by the end of week 3 in Term 1.	<ul style="list-style-type: none"> <li>Survey completed by staff;</li> <li>Analysis of documentation and survey highlighted in Leadership Team minutes.</li> </ul>
Research and implement a peer coaching model to include the successful observation / feedback model strategies with a focus on writing.	<ul style="list-style-type: none"> <li>Engage with the University of Melbourne in researching successful peer coaching models and techniques;</li> <li>Schedule training in peer coaching and meta-coaching in the staff forum schedule to be led by the University of Melbourne and LoLBTC;</li> <li>Develop a staff resource that outlines the peer coaching approach with appropriate strategies for teachers to practice;</li> <li>Develop and distribute guidelines for teachers regarding the peer coaching expectations for the year;</li> <li>Teachers undertake three coaching sessions per term and rotate role of coach, coachee and meta-coach on a term basis (pro-rata based on time fraction);</li> <li>Teachers to LoLWf-assess on their knowledge and confidence in peer coaching after training and after each coaching cycle.</li> </ul>	<ul style="list-style-type: none"> <li>LoLBTC to receive one day of release to work with the University of Melbourne to analyse research and develop an effective model for the school - \$700;</li> <li>Assistant Principal to ensure two concurrent peer coaching training sessions are scheduled in staff forums each term;</li> <li>Leadership Team to provide feedback to the LoLBTC on the model during scheduled leadership meetings;</li> <li>Teachers will determine amongst themselves the most suitable time to undertake observations and peer coaching sessions;</li> <li>Leadership Team to develop teacher LoLWf-assessment during leadership meetings.</li> </ul>	LoLBTC Principal Team Leadership Team Teaching Staff University of Melbourne	Peer coaching model to be developed by the end of week 5 in Term 1.  Peer coaching training for teachers to be implemented by the end of Term 1.  LoLWf-assessment to be completed by teachers at the end of each term.	<ul style="list-style-type: none"> <li>Documented peer coaching approach;</li> <li>Documented guidelines and expectations;</li> <li>Staff forum schedule to include peer coaching training;</li> <li>Teacher LoLWf-assessment survey developed and completed;</li> <li>Teacher LoLWf-assessment to demonstrate a two point growth (out of 10) in confidence in their peer coaching ability;</li> <li>Analysis of documentation and survey highlighted in Leadership Team minutes;</li> <li>40% of students to achieve more than one years' growth in writing according to teacher judgements (AusVELS) in the December reports.</li> </ul>
Develop the capacity of key leaders within the school to undergo coaching training to reinforce with the school leadership team.	<ul style="list-style-type: none"> <li>Two leaders to lead the Peer Coaching initiative;</li> <li>Principal Team and LoLBTC to engage in high quality professional learning in coaching;</li> <li>LoLBTC to liaise with the University of Melbourne in the development and implementation of the peer coaching model</li> </ul>	<ul style="list-style-type: none"> <li>Coaching training factored into the professional learning budget - \$7320</li> <li>LoLBTC provided with clear role description and list of responsibilities.</li> </ul>	LoLBTC Principal Team University of Melbourne	Coaching training provided to leaders by the end of Term 2.  Roles and responsibilities document provided to leaders by the end of Week 1, Term 1.	<ul style="list-style-type: none"> <li>LoLBTC identified and provided with documented roles and responsibilities;</li> <li>Written reflections of coaching training undertaken by leaders and provided to the leadership team;</li> </ul>
Create a clear process for peer coaching for staff induction / succession planning.	<ul style="list-style-type: none"> <li>LoLBTC develop a document for staff that details the roles, guidelines and expectations of the peer coaching process;</li> <li>Include processes in the 2017 staff manual;</li> <li>Briefing on the peer coaching process included in staff induction meetings.</li> </ul>	<ul style="list-style-type: none"> <li>LoLBTC provided 1 release session per week to undertake leadership duties that include creating the peer coaching document.</li> </ul>	LoLBTC Principal Team	Peer coaching document finalised by week 10 of Term 3.  Staff manual finalised by Week 9 of Term 4.	<ul style="list-style-type: none"> <li>Timetabled release time for LoLBTC;</li> <li>Documented processes in the 2017 staff manual.</li> </ul>

# Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence		
ENGAGEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence		
WELLBEING						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence		
PRODUCTIVITY						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence		