

2016 Annual Implementation Plan: for Improving Student Outcomes

0888

Camberwell Primary School 2016

Based on Strategic Plan 2016 - 2019

Endorsements

| | |
|--|---|
| <p>Endorsement by School Principal</p> | <p>Signed: </p> <p>Name: Janet Gale</p> <p>Date : 24 March 2016</p> |
| <p>Endorsement by School Council</p> | <p>Signed... </p> <p>Name: Elizabeth Molyneux</p> <p>Date: 28 March 2016</p> |
| <p>Endorsement by Senior Advisor</p> | <p>Signed: </p> <p>Name: Sharon Saitlik</p> <p>Date: 27 March 2016</p> |

| Priority | Initiatives |
|---|--|
| <p>Excellence in teaching and learning</p> | <p>Building practice excellence: Teachers, principals and schools will work together</p> <p>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</p> |
| <p>Professional leadership</p> | <p>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</p> |
| <p>Positive climate for learning</p> | <p>Empowering students and building school pride: Schools will develop approaches that give students a greater say</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p> |
| <p>Community engagement in learning</p> | <p>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</p> |

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

Summary page: the school's priorities and initiatives

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

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

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Camberwell Primary School completed a Peer Review in September 2015 and, as a result, has written the new Strategic Plan for 2016 – 2019. Whilst students achieve exceptional scores both in NAPLAN and PAT testing, it is significant that teacher judgment does not consistently reflect this level of student achievement.

It was therefore identified that a major focus for the next Strategic Plan would be improvement of teacher knowledge and practice to ensure consistency across the school.

Teacher Judgement of students with “A”s compared to the percentage of students in the top NAPLAN band..

| Year | Reading | | | | | | Writing | | | | | | Speaking and Listening | | | | | Number | | | | | |
|----------------------|---------|------|------|------|------|------|---------|------|------|------|------|------|------------------------|------|------|------|------|--------|------|------|------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2010 | 2011 | 2012 | 2013 | 2014 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Whole School VELS | 29% | 29% | 30% | 27% | 33% | | 16% | 14% | 15% | 12% | 15% | | 7% | 9% | 6% | 7% | 12% | 17% | 20% | 15% | 12% | 15% | |
| NAPLAN Year 3 Band 6 | 69% | 63% | 57% | 58% | 56% | | 49% | 33% | 21% | 38% | 29% | | | | | | | 40% | 35% | 44% | 35% | 36% | |
| NAPLAN Year 5 Band 8 | 50% | 54% | 49% | 45% | 42% | | 39% | 28% | 17% | 26% | 15% | | | | | | | 40% | 46% | 43% | 40% | 37% | |

2015 NAPLAN Relative Growth data indicates a positive learning environment.

The targets for the New Strategic Plan are indicated as follows: NAPLAN top 2 Bands

| Camberwell Primary School 2015 | 2015 | 2014 | 2013 |
|--------------------------------|-------|-------|-------|
| Year 5 | 12.1% | 45.8% | 42.1% |
| Reading | 10.4% | 37.5% | 52.1% |
| Writing | 10.4% | 39.6% | 50.0% |
| Spelling | 18.8% | 54.2% | 27.1% |
| Numeracy | 12.5% | 50.0% | 37.5% |
| Grammar and Punctuation | 8.3% | 47.9% | 43.8% |

| Year 3 | 2015 | 2019 | Year 5 | 2015 | 2019 |
|----------|------|------|----------|------|------|
| Bands | 5-6 | 5-6 | 7-8 | 7-8 | |
| Reading | 87% | 88% | Reading | 82% | 83% |
| Writing | 86% | 87% | Writing | 48% | 60% |
| Numeracy | 82% | 83% | Numeracy | 78% | 80% |

Historically, CPS has focused on improving teacher knowledge through Professional Learning Teams and whole school professional learning. Leadership has identified the need to provide coaching for the middle tier of leaders (PLT leaders) within the school to ensure the effectiveness of this research-based strategy for improvement.

The development of a CPS Instructional Model will address the need for greater consistency in teacher practice across the school. Resourcing teachers will be a priority both with targeted professional learning and tools such as CAFÉ Reading and the Big Write.

With moving to a dual campus model, establishing strong wellbeing programs is a priority. Cognisant of the ultimate goal of becoming a Positive Education school, gaining KidsMatter accreditation will enable the school carefully to identify areas of need so as to better attend to our learning community.

Continued enhancement of the learning spaces for teaching and learning is a priority.

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

| Initiative: | KIS |
|------------------------------|---|
| Building practice excellence | <ul style="list-style-type: none"> Create an instructional model that includes shared planning, effective pedagogies and personalised instruction that is consistently implemented by all staff. Develop a feedback process that includes student self, peer and teacher feedback as well as a consistent staff peer feedback practice. |
| Building leadership teams | <ul style="list-style-type: none"> Establish a distributed leadership model that ensures accountability and shared responsibility for achieving the achievement goal of the Strategic Plan |

Annual Implementation Plan: for Improving Student Outcomes

| ACHIEVEMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|--|--|------|--------|------|------|-------|-----|-----|--|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|---------|-----|-----|----------|-----|-----|----------|-----|-----|---|
| Goals | For each student to demonstrate at least one year's growth each year with a particular focus on Writing and Numeracy and, in French, on Speaking and Reading. | Targets | <p>NAPLAN Increase the proportion of students in the top two NAPLAN bands.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <tr> <td style="width: 10%;">Year 3</td> <td style="width: 10%;">2015</td> <td style="width: 10%;">2019</td> <td style="width: 10%;">Year 5</td> <td style="width: 10%;">2015</td> <td style="width: 10%;">2019</td> </tr> <tr> <td>Bands</td> <td>5-6</td> <td>5-6</td> <td></td> <td>7-8</td> <td>7-8</td> </tr> <tr> <td>Reading</td> <td>87%</td> <td>88%</td> <td>Reading</td> <td>82%</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>86%</td> <td>87%</td> <td>Writing</td> <td>48%</td> <td>60%</td> </tr> <tr> <td>Numeracy</td> <td>82%</td> <td>83%</td> <td>Numeracy</td> <td>78%</td> <td>80%</td> </tr> </table> <p>Reduce the number of students in the bottom two NAPLAN bands.</p> | Year 3 | 2015 | 2019 | Year 5 | 2015 | 2019 | Bands | 5-6 | 5-6 | | 7-8 | 7-8 | Reading | 87% | 88% | Reading | 82% | 83% | Writing | 86% | 87% | Writing | 48% | 60% | Numeracy | 82% | 83% | Numeracy | 78% | 80% | <p>AusVELS (Victorian Curriculum) For each year, there will be an annual increase in the percentage of students achieving an A or B rating and a decrease in the percentage of students receiving a C rating for all English and mathematic domains. By 2019 teacher judgement will identify an average of 50% of students to receive As and Bs.</p> |
| Year 3 | 2015 | 2019 | Year 5 | 2015 | 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bands | 5-6 | 5-6 | | 7-8 | 7-8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 87% | 88% | Reading | 82% | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 86% | 87% | Writing | 48% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 82% | 83% | Numeracy | 78% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 12 month targets | Term 4 Teacher Judgements in Number, English Writing and English Speaking and Listening show a 5% increase From Term 4, 2014 data in As and As/Bs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Create an instructional model that includes shared planning, effective pedagogies and personalised instruction that is consistently implemented by all staff. | <ul style="list-style-type: none"> • Investigate an appropriate instructional model | <p>TALC role created for 2016</p> <p>Literature review of different models</p> <p>Staff collaboration to identify potential model for adoption.</p> | <p>TALC</p> <p>PCO</p> <p>PCO and TALC</p> | Term 1 | <p>TALC Contract</p> <p>Short list presented to Leadership Team by TaLC</p> <p>Staff meeting minutes indicate workshopping the model.</p> <p>Staff meeting minutes identify the model.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> • Staff collaboration and development of the CPS Instructional Model | <p>Staff collaboration to develop draft CPS model</p> <p>Professional Learning on Instructional Model</p> <p>Staff agreement on CPS Instructional Model</p> | TALC and whole staff | Term 2 | <p>Staff meeting minutes workshop CPS model</p> <p>Staff meeting minutes workshop impact on classroom practice</p> <p>CPS Instructional Model uploaded to Sentral</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> • Revision of lesson design planning documentation | <p>Review lesson plan template to incorporate the new CPS Instructional Model</p> <p>Revision of template considering feedback received</p> <p>Draft template reflecting CPS Instructional Model developed</p> | TALC and whole staff | Term 3 | <p>Staff meeting minutes document review and revision of templates to create a CPS model that reflects the CPS Instructional Model.</p> <p>Draft lesson plan template ready for trial.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> • Trial of CPS Instructional Model | <p>Draft CPS Instructional Model planner trialled</p> <p>Staff feedback and revision of planner</p> <p>Staff agreement on common teacher planner</p> | TALC and whole staff | Term 4 | <p>Planners document trial of lesson planner</p> <p>PLT minutes document feedback of planner</p> <p>Staff meeting minutes document agreed revisions and finalised CPS planner</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|---|--|--|--|--------------------------------|--|
| Build teacher capacity in the rigorous use of student data to inform planning, teacher practice personalizing learning and the monitoring of student progress | Develop revised CPS Assessment Schedule | Audit current assessment practices Develop a draft assessment schedule Staff agreement on adoption of CPS Assessment Schedule | LT Data and whole staff | Term 1 | Staff meeting minutes record current practices LT for Data presented a draft at staff meeting CPS Assessment Schedule uploaded onto Sentral |
| | Establish consistent teacher practice using Sentral Data Management System | Audit current staff use of Sentral DMS Targeted Staff training on Sentral DMS Develop CPS protocols on use of CPS Sentral DMS Staff trial CPS Protocols re using Sentral DMS Full implementation | LT Data and whole staff | End of Term 3 | Straining entered on Sentral Diary. Meeting minutes uploaded onto Sentral. Protocols uploaded onto Sentral. Consistent use of all Sentral functions by staff. |
| | Trial evidence-based, data driven teaching methods in targeted year levels | Trial The Café Reading program in both French and English in Years 3 and 4 Trial The Big Write program in both French and English in Years 5 and 6 | Nicole Seigel and Years 3/4 teachers Suzanne Moroney and 5/6 teachers | From Term 1 From Term 1 | Teacher judgements against the Victorian Curriculum to indicate more than 33% in As in Reading in Year 3/4. French Running Record data demonstrates an average rise of 2 levels based on 2015 data for Years 3/4 Planners include specific strategies identified in PLT minutes for Café Teacher judgements against the Victorian Curriculum to indicate more than 33% in As in Writing in Year 5/6 Planners include specific strategies identified in PLT minutes for the Big Write |

Annual Implementation Plan: for Improving Student Outcomes

| ENGAGEMENT | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|--|-----------------------------|------|------|------|----------------------|------|-----|----|--------------------|------|------|------|
| Goals | To develop a culture where students are empowered to be active and inquisitive learners. | Targets | By 2019 survey data will demonstrate an improvement in the following areas: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="background-color: #d9e1f2;">Student Attitudes to School</td> <td>2014</td> <td>2015</td> <td>2019</td> </tr> <tr> <td>Stimulating Learning</td> <td>12.2</td> <td>9.8</td> <td>15</td> </tr> <tr> <td>Student Motivation</td> <td>37.7</td> <td>24.7</td> <td>30.0</td> </tr> </table> | | | Student Attitudes to School | 2014 | 2015 | 2019 | Stimulating Learning | 12.2 | 9.8 | 15 | Student Motivation | 37.7 | 24.7 | 30.0 |
| Student Attitudes to School | 2014 | 2015 | 2019 | | | | | | | | | | | | | | |
| Stimulating Learning | 12.2 | 9.8 | 15 | | | | | | | | | | | | | | |
| Student Motivation | 37.7 | 24.7 | 30.0 | | | | | | | | | | | | | | |
| | | 12 month targets | Increase in Student Attitudes to School Survey data: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="background-color: #d9e1f2;">Student Attitudes to School</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td>Stimulating Learning</td> <td>12.2</td> <td>9.8</td> <td>11</td> </tr> <tr> <td>Student Motivation</td> <td>37.7</td> <td>24.7</td> <td>26</td> </tr> </table> | | | Student Attitudes to School | 2014 | 2015 | 2016 | Stimulating Learning | 12.2 | 9.8 | 11 | Student Motivation | 37.7 | 24.7 | 26 |
| Student Attitudes to School | 2014 | 2015 | 2016 | | | | | | | | | | | | | | |
| Stimulating Learning | 12.2 | 9.8 | 11 | | | | | | | | | | | | | | |
| Student Motivation | 37.7 | 24.7 | 26 | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | |
| Increase opportunities for students to engage in meaningful, personalised learning which includes opportunities to connect with local and global learning communities. | Student voice in challenge-based learning: Introduce challenge-based learning and provide professional learning for teachers | Plan and implement regular staff professional learning programs based on principles of STEM and deep learning pedagogies | AP- Engagement | Term 2 to Term4 | Increase in ASS data: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="background-color: #d9e1f2;">Student Attitudes to School</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td>Stimulating Learning</td> <td>12.2</td> <td>9.8</td> <td>11</td> </tr> <tr> <td>Student Motivation</td> <td>37.7</td> <td>24.7</td> <td>26</td> </tr> </table> Staff PL session minutes include sharing of challenge-based learning pedagogy. Planned units/ learning experiences reflect elements of STEM and deep learning pedagogy. | Student Attitudes to School | 2014 | 2015 | 2016 | Stimulating Learning | 12.2 | 9.8 | 11 | Student Motivation | 37.7 | 24.7 | 26 |
| | Student Attitudes to School | 2014 | 2015 | 2016 | | | | | | | | | | | | | |
| | Stimulating Learning | 12.2 | 9.8 | 11 | | | | | | | | | | | | | |
| | Student Motivation | 37.7 | 24.7 | 26 | | | | | | | | | | | | | |
| Student Voice: establish and trial a student leadership model | Implement whole staff practice sharing to seed the idea of challenge-based learning | Students who have attended the GRIP Conference develop and trial a School Leadership Structure following a meeting with the Leadership. | Class/ specialist teachers | Term 2 to Term4 | | | | | | | | | | | | | |
| Identify Opportunities for meaningful local and global connections | Audit current practice of engaging local and global connections | AP-Engagement | Term 3 | Local and global connections audit documents reflect current connections Thalia Stewart Fromelles | | | | | | | | | | | | | |
| Adopt a coordinated approach to identifying, monitoring and planning for students with specific learning needs | Audit current practices for identifying students with specific learning needs | AP- Engagement | Term 4 | Audit documents reflect the process for identifying specific learning needs | | | | | | | | | | | | | |
| | Define CPS EAL protocols and processes | EAL teacher | | Audit documents reflect the process and protocols for EAL students | | | | | | | | | | | | | |
| | Staff agreement on CPS EAL protocols and processes | Whole staff | | EAL student learning data reflects an improvement | | | | | | | | | | | | | |
| | Full implementation | | | Staff meeting minutes indicate whole school agreement on EAL protocols and processes. | | | | | | | | | | | | | |


Annual Implementation Plan: for Improving Student Outcomes

| WELLBEING | | | | | | | | | | | | |
|---|---|--|---|----------------------------------|---|--------------------------|-----------------------|------|------------------------|------------------------|------|-----|
| Goals | To develop a culture where wellbeing is at the forefront of a positive climate for learning. | Targets | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Parent Opinion Survey</td> <td style="width: 15%;">2015</td> <td style="width: 15%;">2019</td> </tr> <tr> <td>Transitions percentile</td> <td>2.6</td> <td>25</td> </tr> </table> | | | Parent Opinion Survey | 2015 | 2019 | Transitions percentile | 2.6 | 25 | |
| | | Parent Opinion Survey | 2015 | 2019 | | | | | | | | |
| Transitions percentile | 2.6 | 25 | | | | | | | | | | |
| 12 month targets | Improvement in the Parent Opinion Survey: Transitions | | | | | | | | | | | |
| 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 practices that encourage students to develop friendships, social competence, resilience and self esteem. | Positive Psychology – character strengths | | | | Documentation in place for Year 2 actions. | | | | | | | |
| | <ul style="list-style-type: none"> • stage 1, audit current practice including a student survey | Wellbeing team to document current practice and surveying stakeholders. | AP - Wellbeing | Term 1 | Upload audit: use of character strengths and positive psychology in all aspects of school life Benchmark developed for internal student survey | | | | | | | |
| | | Create a Benchmark for internal ASS style survey each term. | LT Wellbeing | Term 1 | | | | | | | | |
| | Transition | | | | | | | | | | | |
| | Audit current transition practices | | | | | | | | | | | |
| | <ul style="list-style-type: none"> • Staff and community consultation (KidsMatter) • Develop and implement a transitions protocol that includes: <ul style="list-style-type: none"> ○ Clear process and expectations for entering school Kinder to Foundation | KidsMatter survey and presentation at PA meeting. | KidsMatter team | Term 1 | Survey results from Kids Matter student surveys | | | | | | | |
| | | <ul style="list-style-type: none"> ○ Clear processes for students transferring into, out of and through the school ○ Successful transition from Year 6-7 | Audit existing practices and document improved model for transition in Term 4, 2016 Contact local Kindergartens and Day Care centres Document CPS transition to school for publication | AP - Wellbeing | Term 2 | Improved Survey data | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Parent Opinion Survey</td> <td style="width: 15%;">2015</td> <td style="width: 15%;">2016</td> </tr> <tr> <td>Transitions percentile</td> <td>2.6</td> <td>3.5</td> </tr> </table> | | | | | | Parent Opinion Survey | 2015 | 2016 | Transitions percentile | 2.6 | 3.5 |
| | Parent Opinion Survey | 2015 | 2016 | | | | | | | | | |
| | Transitions percentile | 2.6 | 3.5 | | | | | | | | | |
| CPS Transition to Sentral Upload | | | | | | | | | | | | |
| Annual Planners uploaded to Sentral Timeline of Transition activities uploaded to Sentral. Transition to Secondary activities in the Annual Planner | | | | | | | | | | | | |
| CLANS and KidsMatter Sessions | | Develop timeline of activities for CLANS and KidsMatter | CLAN Team | Term 1 | Timeline of Activities for CLANS uploaded to Sentral – Cynthia MacDonald | | | | | | | |
| | | | KidsMatter Team | Term 1 | Timeline for KidsMatter year level activities uploaded - | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">ASS School Connectedness</td> <td style="width: 15%;">2015</td> <td style="width: 15%;">2016</td> </tr> <tr> <td></td> <td>15.8</td> <td>18.0</td> </tr> </table> | | | | | | ASS School Connectedness | 2015 | 2016 | | 15.8 | 18.0 | |
| ASS School Connectedness | 2015 | 2016 | | | | | | | | | | |
| | 15.8 | 18.0 | | | | | | | | | | |

Annual Implementation Plan: for Improving Student Outcomes

| PRODUCTIVITY | | | | | | |
|---|---|---|---|---|--|--|
| Goals | To ensure consistency and alignment of school operations and resource allocation to sustain continued improvement in student learning and wellbeing. | Targets | Improve Staff, Parent and Student Survey data by five percentile points in each area. | | | |
| | 12 month targets | Improve Staff, Parent and Student Survey data by 1 percentile point in each area. | | | | |
| 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 | |
| Optimise allocation of resources to improve student learning outcomes for students in a bilingual learning context. | Develop a master plan for capital improvements to the school: map current facilities. | Work with ProArk to develop a Master Plan. | Principal Assistant Principal: KC | 31 April 2016 | Documentation developed to achieve the Year 2 actions: | |
| | Develop a protocol for operations and resourcing for the dual campus model | Analyse current expenditure and projections for dual campuses. Develop protocols for budget requests and approvals. | Principal and BM | 30 June 2016 | Protocols accepted by School Council. | |
| | Commence operational analysis and data tracking to achieve Year 2 actions: | | | | | |
| | <ul style="list-style-type: none"> • Commence review of current structure and resourcing to policy. | Shared use of EXCEL spread sheets to track budgets stored on USERS. | Principal | 31 April 2016 | Shared use of EXCEL spread sheets to track budgets stored on USERS. Resourcing Policy added to the CPS Policy Table | |
| | <ul style="list-style-type: none"> • Audit the asset register to ensure accurate monitoring and registration of school equipment and resources | Data tracking developed. | Assistant BM - RP | End semester 1, 2016 | Accurate register of school's assets on USERS including digital resources. | |
| | Develop a 3 year plan to maintain Bilingual funding Memorandum of Understanding (MoU). | Develop a Plan with Leadership and implement Year 1 of the three year Bilingual funding MoU. <ul style="list-style-type: none"> • Meet with Bilingual Schools' Network and DET Languages | Principal and Assistant Principal: IM | 31 April, 2016 | Bilingual Three Year Plan approved by DET. | |
| | Professional learning on CPS model French Continuum and Assessment Tools | Employ a consultant to work on the curriculum document. Commence trial of continuum in semester 1, 2016 Work with ACER to develop on-line assessment tools to be trialled in semester 1, 2016 | Principal and Assistant Principal: IM Bilingual Leading Teacher Assistant Principal: IM | 31 March 2016 April, 2016 April, 2016 | Meetings completed with consultant. On-going review of continuum and tools as used in class. Feedback to ACER for product development. | |

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 | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |