

2016 Annual Implementation Plan: for Improving Student Outcomes

015292

Coral Park Primary School 2016

Based on Strategic Plan 2013-2016

Endorsements

Endorsement by School Principal	Signed.....  Name: Gill Gray Date.....23.03.2016
Endorsement by School Council	Signed.....  Name: Liz Huggins Date.....23.03.2016
Endorsement by Senior Advisor	Signed.....  Name: Leonie Campbell Date...24.03.2016

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

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

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

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

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

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

Summary page: the school's priorities and initiatives

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

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

Initiatives Rationale:	
<p>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.</p>	
<p>Building Practice Excellence & Curriculum Planning and Assessment- The school has begun to review processes of teaching, assessing and progressing Reading. Our NAPLAN data shows that high relative writing growth has been the lowest in the 2013-2015 time period compared to other learning areas. School NAPLAN cohort growth data shows that over the past five years (between 2011-2014), we have equalled or bettered State growth however, in 2015 we fell well behind State growth. Our actual data level (462 in 2015) has remained well behind State (510) and National (N/A) levels (Writing is within 20, Spelling within 4, G&P within 20 and Numeracy within 25 of State Levels) EOI prep data continues to show students coming in well behind level Teacher judgements show that students instructional level is at expected level for 85% of students however, their comprehension level is not.</p> <p>Setting Expectations and Promoting Inclusion</p> <p>Coral Park has begun to implement KidsMatter through completing modules 1 & 2 for greater student connectedness and engagement across the school. Overall we saw growth in most areas of the Attitudes to School Survey, which is a great result for the school. 'Student Safety' (2014 mean- 4.43 & 2015 mean 4.39) and 'Student Motivation' (2014 mean- 4.58 & 2015 mean 4.57) were the two factors where results were lower. The school seeks to address this by implementing 'Bounce Back' strategies to motivate and empower our students in the area of wellbeing and build consistencies across the school in language and strategies in dealing with student safety and social and emotional issues whilst further persisting with raised expectations.</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
<p>Curriculum planning and assessment</p> <p>Building practice excellence</p>	<p>Build teacher effectiveness and efficacy so that they know their students and can accurately assess what students know and can do to personalise learning for every student in the area of Reading</p> <ul style="list-style-type: none"> ➤ CPPS needs a consistent, evidence based instructional model developed through consultation with teachers. We are now focusing on ensuring a consistent approach to the readers workshops and explicit teaching in Reading for all areas. ➤ Continue to build on our PLTs where the use of data is used to inform teaching and learning of Reading, building a culture of collaboration and develop a more structured process for providing feedback to students. ➤ To improve teacher content knowledge in the area of teaching students comprehension and vocabulary ➤ To ensure all teachers understand the different elements needed for children to learn to read successfully. <p>Data to support the initiative:</p> <ul style="list-style-type: none"> ➤ Staff Opinion Survey Collective efficacy (72% endorsement), Academic emphasis (64% endorsement), Teacher collaboration (74% endorsement);

	<ul style="list-style-type: none"> ➤ Student Attitudes to School Survey Stimulating Learning & Teacher Effectiveness (1st & 2nd quartile for past 3 years)
<p>Setting expectations and promoting inclusion</p>	<p>Articulate, document and implement a whole school approach to student engagement, learning and wellbeing through The implementation of KidsMatter.</p> <p>Data to support the initiative:</p> <ul style="list-style-type: none"> ➤ POS Student Safety & Classroom Behaviour (1st quartile for 2013-2015); ➤ Staff Opinion Survey Trust in students & parents of the school community (50.5% endorsement); ➤ Student Attitudes to School Survey Student Safety (1st & 2nd quartile 2013/2014/2015)& Student Connectedness (1st & 2nd quartile 2013 & 2014; 3rd quartile 2015);

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Goals	Teacher Judgements	Targets	<ul style="list-style-type: none"> To have 95% of students achieving at or above the National Minimum Standard in Reading NAPLAN testing 25% of students at Year 3 to achieve above expected NAPLAN bands (at least Levels 5 & 6) in Literacy by 2016 35% of students at Year 5 to achieve above the expected NAPLAN bands (at least Levels 7 & 8) in Literacy by 2016 90% of students above National Minimum Standards in Reading by 2016 and maintained beyond this time Matched cohort growth in NAPLAN in Literacy (Reading and Writing) to equal or exceed the state growth each year from 2013-2016. 			
	<ul style="list-style-type: none"> 90% of students to make 12 months or more academic growth within a school year in Reading. To ensure a 25% average of students achieving an A or B. 		12 month targets	<ul style="list-style-type: none"> 90% of all students to make 12 months academic growth within a school year in Reading. At least 25% of students at Years Foundation to Grade 6 to achieve 'A's and 'B's according to teacher judgements in Reading by 2017 Of these at least 10% of students at each year level to achieve an 'A' by 2016 		
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	
Instruction time	All classes will have 5 full hours of maths and 10 full hours of Literacy instruction within the first four hours of the school day	Organisation of school timetable Classroom planning documents reflecting expectations	Leadership Team	December 2015	Timetable changed to reflect the requirements	
Professional Development Program	PD on implementation of the Readers Workshop, Reading Assessments and teaching strategies to meet needs.	Update the staff PDP proforma to reflect the school's Strategic Plan and AIP goals	Literacy Team	December 2015 for 2016	Staff to ensure planning requirements are met as part of PDP process	
To continue to build teacher capacity to effectively plan for, teach and assess student learning	Continue to implement peer observations as a source of feedback on teacher practice and to develop teacher's understanding of reading initiatives implemented within the school	<ul style="list-style-type: none"> Through Learning and Teaching meetings and team meetings Revise expectations and protocols for staff peer observations Release time to facilitate observations 	Leadership Team All teachers	January/February 2016 Observations ongoing through 2016	<ul style="list-style-type: none"> Documented in staff PDP Documented observation, feedback and reflection Documented expectations of observation 90% of staff complete 2 observations per term 	
	Implement moderation for reading at team and whole school levels	<ul style="list-style-type: none"> PLT time and staff meeting time to moderate 	Literacy Leaders	Ongoing	<ul style="list-style-type: none"> Teachers judgements are more consistent across the school There is a decrease in the difference between teacher judgements and NAPLAN in reading and writing 	
	Whole school assessment schedule	<ul style="list-style-type: none"> Learning and Teaching and team meeting time review and modify after discussion at team level. Whole school schedule broken down into the term by term overviews for each level 	Document updated by AP Team leaders including in term by term overview documentation	December 2015 for 2016	<ul style="list-style-type: none"> Staff completing required assessments and all data logged into Sentral Staff use Sentral reports as tool to analyse data at a grade and year level PLT minutes indicate discussions and moderation of assessment and changes to planning based the outcomes 	
	Implementations of Victorian F-10 Curriculum	<ul style="list-style-type: none"> Incorporating into planning and checking in line with our two year cycle Teachers to be aware of students outcomes for the year levels students in their grade are at. 	<ul style="list-style-type: none"> Curriculum leaders accessing online and face to face PD offered for the implementation of the new curriculum PD for staff lead by curriculum leaders Planning time to review, and develop school curriculum and planning documents Ensuring all teachers know about new documentation and resources that available 	Priority and area leaders to review whole documents All teachers to work on AP	Ongoing in 2016	<ul style="list-style-type: none"> Curriculum documents reflect changes to the Victorian Curriculum
	Effectively use data to inform and evaluate teaching and learning	<ul style="list-style-type: none"> To ensure all teachers understand the different elements needed for children to learn to read successfully. To improve teacher content knowledge in the area of teaching students comprehension and vocabulary 	<ul style="list-style-type: none"> Scheduled time in PLTs to discuss and analyse collected data Development of protocols to assist PLT meeting to keep focused on student data Scheduled Learning and Teaching meeting time to reflect on and analyse whole school data 	AP Leadership team Co-ordinators All teachers	Ongoing in 2016	<ul style="list-style-type: none"> Protocols/expectations document is used by teams to guide PLT meetings PLT minutes reflect time spent discussing data in key priority areas Planning documents show that elements of planning are informed by assessment data Students have goals in reading and writing that link to data and assist them to have a clear understanding of where they are at and where they are going to next with their learning

	<ul style="list-style-type: none">• Build teacher effectiveness and efficacy so that they know their students and can accurately assess what students know and can do to personalise learning for every students in the area of Reading.				
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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT																			
Goals	To ensure that students are engaged in their learning and feel safe and connected to their school.	Targets	<ul style="list-style-type: none"> Parent Opinion Survey – General Satisfaction and School Connectedness to show improvement each year to reach the 3rd quartile or better by the 4th year of the SSP. Student Attitude to School Survey – Classroom Behaviour to consistently reach the 3rd quartile or better by the 4th year of the SSP. Staff Opinion Survey – Student Management, Curriculum Processes and Quality Teaching to show improvement across all three indicators in each year to reach the 3rd quartile or better by the 4th year of the SSP. (Irrelevant measure due to the changes in the Staff Opinion Survey). Attendance – Reduce student absences to be consistently below 12 days per student per year. 																
		12 month targets	<p>Parent Opinion Survey General Satisfaction Percentile to reach at least 6.8 (2013:6.49; 2014:6.26; 2015:XX) Parent Input Percentile to reach at least 7 (2013:5.78; 2014:5.59; 2015:XX) Classroom Behaviour Percentile to reach at least 6 (2013:4.23; 2014:4.57; 2015:XX)</p> <p>Student Attitude to School Survey Classroom Behaviour Factor Mean Score to reach at least 4 (2013:3.65; 2014:2.56; 2015:XX) School Connectedness Factor Mean Score to reach at least 4.6 (2013:4.54; 2014:4.07 2015:XX)</p> <p>Staff Opinion Survey Parent and Community Involvement mean score (whole school) to reach at least 485 (2014:474; 2015:XX)</p> <p>Attendance Increase school-wide attendance from the 2014 Annual Report percentages (indicated below).</p> <table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	95 %	95 %	95 %	94 %	94 %		
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6													
93 %	93 %	95 %	95 %	95 %	94 %	94 %													
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														
To improve and develop a consistent school to parent communication	Expand and streamline communication procedures for our parent community.	<p>Upgrade the school website to provide up-to-date information and events.</p> <p>Offer Parent Forums as part of our School Review process: School Self-Evaluation.</p> <p>Further promote the Sentral School Portal for online parent communication.</p> <p>Encourage teachers to regularly communicate with parents using Sentral.</p>			<p>Parent feedback through survey monkey and the number of parents using the website</p> <p>Parent attendance and feedback</p> <p>Teachers and parents using a functional portal for regular communication</p>														
Articulate, document and implement a whole school approach to student engagement	Conduct Internal Attitudes to School Surveys	Teams to revise surveys and implement in terms 1 and 3.			Documented results of school data for terms 1 & 3 2016 to show positive growth														
To reduce unexplained absences.	Ensure greater follow up of non-explained absences, phone calls from Welfare Coordinator and send absence letters to parents to provide reasons for unexplained absences if no response.	Allocate responsibility to Welfare Coordinator to call each Monday morning to follow up on absences and admin office staff member to send letters and enter responses.			Reduced unexplained absences.														







Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To develop a consistent Whole School and restorative school culture that fosters positive and productive yard and classroom learning environments.	Targets	<ul style="list-style-type: none"> From 2013 to 2016 the means for year 5 & 6 in the Student Attitudes to School Survey to improve or be equal or better than the 2012 means in selected variables From 2013 to 2016 the means in the parent survey to improve to be equal or better than the 2012 means in selected variables From 2013 to 2016 the means in the staff survey to improve to be equal or better than the 2012 means in selected variables Staff Opinion Survey – Student Management, Curriculum Processes and Quality Teaching to show improvement across all three indicators in each year to reach the 3rd quartile or better by the 4th year of the SSP (Irrelevant measure due to changes in the Staff Opinion Survey) A reduction in the level of classroom and yard withdrawals due to inappropriate behaviour. 		
		12 month targets	<p>Parent Opinion Survey General Satisfaction Factor mean Score to reach at least 6.8 (2013:6.49; 2014:6.26; 2015:XX) School Connectedness Factor Mean Score to reach at least 4.6 (2013:4.26; 2014:4.07 2015:4.37)</p> <p>Student Attitude to School Survey Classroom Behaviour Factor Mean Score to reach at least 4 (2013:3.65; 2014:2.56; 2015:3.12) School Connectedness Factor Mean Score to reach at least 4.6 (2013:4.54; 2014:4.07 2015:4.37)</p> <p>Staff Opinion Survey Collective Responsibility Mean Score to reach at least 500 (2013:XX; 2014:478; 2015:3.12)</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Implementation of effective school-wide classroom management processes	Re-visit for all staff the current classroom values and consequences ensuring consistent school-wide practice.	Welfare team will meet regularly to re-visit classroom management processes and make recommendations for proactive change.	KidsMatter team	Dec 2015 – Dec 2016	Reduced incidence of classroom withdrawal in terms 3&4 compared to Terms 1&2.
Effective data collection process	Using Sentral student classroom withdrawals will be accurately recorded and analysed by the PLTs at their regular meetings.	Welfare team to regularly analyse the data collected and make recommendations to be followed up by teams and admin. Staff will be updated regularly at staff briefings.	KidsMatter team	Dec 2015 – Dec 2016	Reduced incidence of classroom withdrawal in terms 3&4 compared to Terms 1&2.
Complete Module 1 and Implement Module 2 of KidsMatter Framework	Implement consistent practice and use of the Zones of Regulation across all classrooms (including the use of characters: Rockbrain, Superflex and Un-thinkables as strategies. Introduce the Bounce Back resilience program into every classroom.	Provide teaching resources to all teachers. Professional learning for all teachers.	KidsMatter Team		Teachers planning lessons using Zones resources, character resources and Bounce Back resources. Survey of teachers’ confidence using the program.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To develop systems to ensure the school's resources are effectively distributed to meet the goals set out in the strategic plan.	Targets	To allocate the resource require to resource the KIS outlined in this AIP		
		12 month targets	Overall score for School Climate in the School Staff Survey equal or better the state mean by 2018.		
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
Allocate additional resources to key strategy – reading	Provide leadership and human resources to improve teacher practice in the teaching of reading. Assistant Principal to plan with PLTs every week. Increase book resources for classroom and reading programs. Provide professional learning (Data Literacy) for PLT leaders. Principal to attend the Principals of Literacy Leadership (PALL) program.	SRP – teachers out of the class to work as a 'Reading Mentors' for mentoring of teacher practice led by Literacy Leaders Meeting / Professional Learning schedule Cash Budgets (PD Budget & CRT Budget) Purchase more guided reading sets with teacher guides to help with comprehension.	PCOs	Ongoing	Observation and feedback documentation and staff self-reflection of learning. PLT discussions focussed on reading data and planning to meet needs. Resources in rooms Certificates of professional learning undertaken by leaders.
Allocate additional resource to key strategy – wellbeing	Provide leadership and human resources to continue the implementation of KidsMatter Framework. Provide time and resources for the KidsMatter Action Team to lead professional learning for the implementation of the Bounce Back resilience program.	SRP – Credit - Student Welfare Coordinator Cash Budgets (Welfare & KidsMatter) Meeting schedule Timetable Peer Support sessions.	KidsMatter Team	Ongoing	KidsMatter Framework Modules 1 & 2 completion & survey feedback Staff sharing Bounce Back language and resources Bounce Back program used consistently in all classrooms
Linking Staff PDPs to AIP and Strategic Plan	Ensure teacher and support staff PDPs are aligned with the AIP goals.	Negotiate goals with teachers through PDP process based around improving reading teaching practice.		Start, mid and end of PDP cycle	Goals in staff PDPs Successful achievement of goals as demonstrated by evidence
Professional Learning	Peer observations and feedback	Each teacher will make 2 observations of other staff members per term and provide written feedback in the areas of Reading and Numeracy. Time will be allocated in the timetable for this.	Learning and Teaching team	Each term 2016	Teacher visit timetable completed. Classroom visit protocols to be developed and agreed to by staff.
Professional Learning	Allocation of curriculum days and staff professional learning with a Reading focus.	Dates decided upon and school council approval. Literacy team to work on action plan and implement the learning for these days.	Learning and Teaching team	December 2015 - March 2016	Dates approved, agenda agreed upon, resources and days planned and days evaluated.
School Review	Engage the school community in Coral Park's School Review throughout 2016, using a critical friend consultant in leading staff and parents in the school self-evaluation phase. Clarify school vision and embrace values so that they are shared by the school community and underpin the purpose and work of the school. Leadership Team and School Council members to take a leading role in writing the school self-evaluation and new school strategic plan	Provision in the school calendar to undertake the school self-evaluation and school review School Budget of \$5000 to undertake review. Provision in School Council and Leadership Team Meetings to write review.	Principal Team Priority Leaders School Council Staff Students	Throughout 2016	2017-2020 School Strategic Plan Written and approved by School Council Priority Leaders review Action Plans for 2017-2020

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		
<ul style="list-style-type: none"> • PD on implementation of the Readers Workshop, Reading Assessments and teaching strategies to meet needs. To ensure all teachers understand the different elements needed for children to learn to read successfully. • To improve teacher content knowledge in the area of teaching students comprehension and vocabulary 	 	<p>Allocation of curriculum day and staff professional learning with a Reading focus.</p> <p>Ensure peer observations (2 per term) to share practice and common language across the school.</p> <p>Reading mentors to visit classrooms for observation and feedback.</p> <p>Area teams to identify teaching practice needs and complete SMART goals in PDPs.</p>	 	<p>Continue to implement peer observations (2 per term) as a source of feedback on teacher practice and to develop teacher's understanding of reading initiatives implemented within the school.</p> <p>PDP goal reflection and areas for improvement identified at mid-cycle review.</p>		
Implement moderation for reading at team and whole school levels		<p>Teachers to complete Running and Reading records on each child each term.</p> <p>Teachers to both assess one student and moderate results achieved and analysis with reading mentor staff.</p>		<p>Teachers to both assess same student and moderate results achieved and analysis with teaching partner, PLTs and across school.</p>		
Effectively use data to inform and evaluate teaching and learning.		<p>Teachers to collate spreadsheet of class data of beginning, mid and end year data in reading.</p> <p>All assessments loaded on to Sentral.</p> <p>PLTs to review data and discuss student needs and teaching practice needed to meet student needs as identified in PDP goals.</p>		<p>Continual review of cohort data and discussion.</p> <p>Students with low growth gain identified mid year for additional support prior to end of year.</p> <p>Teaching practice needs identified in mid-cycles for areas for improvement before end-cycles.</p>		

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	
Expand and streamline communication procedures for our parent community.		<p>Team time set aside for communication with parents through Sentral portal.</p> <p>Website content reviewed and revised.</p> <p>ICT team to hold parent information night for Sentral to have 65% of parents accessing Sentral.</p> <p>Student reporting moved to Sentral based.</p> <p>Improved communication with parents through newsletter encouraging use of Sentral.</p>		<p>All reports and digital portfolios completed on Sentral.</p> <p>Website blogs receiving more parent comments after viewed.</p> <p>90% of parents accessing Sentral.</p>	
Conduct Internal Attitudes to School Surveys		<p>All Area teams to complete PoLT based surveys to better understand student connectedness, safety and general feelings in their area by end of term 1, analyse data for discussion and incorporate need for changes in planning to address issues/concerns.</p> <p>All specialists to do surveys of students feelings/attitudes/safety and ensure outcomes are discussed and measures implemented for improved results.</p>		<p>Surveys to increase in results.</p>	
<p>Ensure greater follow up of non-explained absences, phone calls from Welfare Coordinator.</p> <p>Send absence letters to parents to provide reasons for unexplained absences if no response.</p>		<p>School based policy reflects expectations of staff in absence follow up and in all staff PDPs.</p> <p>Classroom reward to best attendance announced weekly at assembly.</p> <p>Special breakfast reward for high attendance rates mid year.</p> <p>Frequent attendance issues are discussed with parents in formal meetings.</p> <p>CASES generated letters sent home twice per term for non-explained absences.</p>		<p>Staff mid-cycle reflection of class absences and follow up on expectations.</p> <p>End year breakfast reward and awards for 98%+ attendance.</p> <p>Parent follow up continues with students with high absences and referral to DET if necessary.</p>	



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	
Re-visit for all staff the current classroom values and consequences ensuring consistent school-wide practice.		<p>Classroom values and behaviour consequences discussed with students and in teams, displayed in all classrooms.</p> <p>Values and consequences promoted to parents and regularly mentioned in newsletters with positive feedback and reminders of expectations.</p> <p>All incidents logged on Sentral and followed up with parents as needed.</p> <p>Staff to log more positive incidents.</p>		<p>Reduced number of negative incidents.</p> <p>Improved Student Attitudes survey data on misbehaviour in classrooms, student feelings of connectedness and student safety.</p> <p>Parents Survey data reduced in student misbehaviour and improved in general satisfaction, student connectedness and student safety.</p>	
Using Sentral student classroom withdrawals will be accurately recorded and analysed by the		<p>Teams to view student behaviour logs on Sentral for cohort accountability of behaviours.</p> <p>Teachers taking more accountability for classroom behaviour issues and follow up with parents.</p>			

PLTs at their regular meetings.					
Implement consistent practice and use of the Zones of Regulation across all classrooms (including the use of characters: Rockbrain, Superflex and Un-thinkables as strategies. Introduce the Bounce Back resilience program into every classroom.	 	All staff to have professional learning on implementation of the Zones of regulation and use of the terms included. All classrooms to have the Zones information displayed and teachers referring to them. Students displaying improved use of strategies of the Zones and dealing with incidents better. KidsMatter Module 1 completed and module 2 begun. KidsMatter team members to undergo professional learning in Bounce Back.		Students using the Zones terminology and referring to them when discussing incidents. KidsMatter Module 2 completed. Bounce Back professional learning for all staff.	

PRODUCTIVITY

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Provide leadership and human resources to improve teacher practice in the teaching of reading.		Assistant Principal to plan with PLTs every week and Principal when possible. Provide professional learning (Data Literacy) for PLT leaders for better analysis of data Meeting / Professional Learning schedule SRP – teachers out of the class to work as a 'Reading Mentors' for mentoring of teacher practice led by Literacy Leaders Cash Budgets (PD Budget & CRT Budget) Purchase more guided reading sets with teacher guides to help with comprehension. Increase book resources for classroom and reading programs.		Principal to attend the Principals of Literacy Leadership (PALL) program.	
Provide leadership and human resources to continue the implementation of KidsMatter Framework.		Provide time and resources for the KidsMatter Action Team to lead professional learning for the implementation of the KidsMatter modules 1 & 2.		Provide time and resources for the KidsMatter Action Team to lead professional learning for the implementation of the KidsMatter module 2 and the Bounce Back resilience program.	
Engage the school community in Coral Park's School Review throughout 2016, using a critical friend consultant in leading staff and parents in the school self-evaluation phase.		Critical friend engaged and working with the school in term 2 for self-evaluation and consultancy work on building leadership capacity. Staff meeting time to work on school values and surveys with staff and students for self-evaluation. School Improvement team devised and defined and working with critical friend.		Continued work with critical friend on school self-evaluation. Staff, parent and students survey data collation and analysis for self-evaluation and sharing with the community. School Improvement Team meetings for continual reflection and improvement and completion of School Strategic Plan. Budget allocation for School Improvement Team to continue work on our self-evaluation and review documentation.	

<p>Clarify school vision and embrace values so that they are shared by the school community and underpin the purpose and work of the school.</p>		<p>School values discussed with school council and community and shared with the community.</p> <p>Promotion of School values with the community at assembly and through newsletter articles.</p>		<p>Promotion of School values with the community at assembly and through newsletter articles, Coral STAR News, social media and website.</p>	
<p>Leadership Team and School Council members to take a leading role in writing the school self-evaluation and new school strategic plan</p>		<p>Budget allocation for School Improvement Team to work on our self-evaluation and review documentation.</p>		<p>Budget allocation for School Improvement Team to continue work on completion of our School Strategic Plan.</p>	