2016 Annual Implementation Plan: for Improving Student Outcomes

1316
SPECIMEN HILL
2016
Based on Strategic Plan 2016-2020

Endorsements

Endorsement by School Principal	Signed…2/5/16………………………………. Name………Elizabeth D Craig…………………………………. Date…………2/5/16………………………………
Endorsement by School Council	Signed………2/5/16………………………………. Name………Hayley Davis…………………………………. Date………2/5/16…………………………
Endorsement by Senior Advisor	Signed………3/5/16………………………………. Name…………Amanda Hubber……………………………. 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	**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:
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.
From the 2015 Specimen Hill PS Peer Review a number of areas were identified for development and improvement. These areas were identified through the evaluation of the school data - in line with the Framework of Improving Student Outcomes. **The initiatives highlighted are:** ***Building Practice Excellence**- The development of rubrics to improve teacher practice.* ***Curriculum Planning and Assessment**- Oral language program, personalised learning and the development of modified programs, critical and creative thinking, early intervention and transition to Victorian Curriculum.* ***Building Leadership Teams**-Providing leadership development and encouraging leadership opportunities within and beyond Specimen Hill.* ***Setting expectations and promoting inclusion**- Catering for the individual needs of every student through personalised learning and the inclusion of intervention and modified programs.* ***Building Communities**-Embedding the school values in the community, participation in the Resilience and Passions and Pathways Projects.*

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	• **The introduction of rubrics and consistent use of rubrics in teacher practice.** • **Looking at 'what does excellent practice look like' and developing rubrics around this.**
Curriculum Planning and Assessment	• **Embedding the Early Intervention Oral Language program in prep in consultation with the school's Speech Therapist.** • **Embedding the teaching of vocab with explicit teaching of Tier 2 words in all classrooms.** • **Planning will reflect the development of critical and creative thinking skills across the curriculum eg use of Blooms taxonomy.**
Setting expectations and	

promoting inclusion	- Learning will be personalised for all students and those with extra needs to have modified programs. - To develop units of work for PSD, ASD and students with extra needs across the school for ESO staff to access. - Broadening the additional support for students who are working below expected level in literacy and who require intervention/additional support from Year 2 and beyond through an EXPLORE program.
Building communities	- Embedding the 5 school values across the school and community. - Participation in the Resilience project. - Participation in the Passions and Pathways Project for Grade 6 students.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	For every student to achieve at least one year's growth for one year's learning.	Targets		
		12 month targets	• Every student in years 3-6 to make one year's growth as measured by On Demand in Numeracy and Literacy. • For students in Prep to Year 2 to make one year's growth in reading as measured by PM Benchmarks. • For all students across the school to make one year's growth in all areas of Literacy and Numeracy as measured by AusVELS. • For NAPLAN matched cohort Year 3 to 5 students to make one year's growth in Numeracy, Reading and Writing.		

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KIS	ACTIONS:	HOW	WHO	WHEN	SUCCESS CRITERIA:

		what the school will do	the school will do it (including financial and human resources)	has responsibility	timeframe for completion	Markers of success reflecting observable changes in practice, behaviour, and measures of progress
1.	**Embedding of the Early Intervention Prep Oral Language Program and Oral language program strategies used by all staff members.**	• To provide appropriate resources such as books, pictures, items, staff and physical space to enable Oral language groups to operate. • Using the Early Years English Data and the Speci Oral lang assessment to inform Oral Language groups. • Support from Speech Pathology assessments and advice. • Support from SSO with speech support groups operating.	• Staff members allocated to operate the program-Prep teachers, and and Mandi and Helen the 2 reading Recovery teachers. • SSO staff to support the program • Development of an assessment tool to assess start, middle and end of year. • Speech Pathologist to inform the assessment and strategies for program and to monitor the program. • Extensive PD for classroom teaching of OL and for ESO staff around focusing on specific strategies in the classroom. • Development of an Oral language check-list/rubric. • Evidence of OL focus in team planning. • Working with parents on oral language strategies. Targeted items in the Newsletter, information sessions. • Sharing information through the Playgroup. • Extra funding to support program from Equity Funding. • Staff PD provided by Sue Begg (3 times per year)	• SIO-Wendy J • Prep teachers • Classroom teachers • SSOs • Speech Pathologist-Sue Begg • Reading Recovery teachers.	• Students operate in the OL groups for 3 -4 times per week. • Timetable indicates sessions and staff. • Students identified at start of year and assessed. • Retested-mid and end of year. • Review all participants mid year.	• Improved data (AusVELS and NAPLAN) especially in Speaking and Listening across the school. • At least 30% of students across the school operating above expected level in Speaking and Listening. • Using the Speci OL assessment (Phonemic Awareness and Oral Lit assessment) to assess children in prep in Feb and a retest in June and end of year. Measure improvement. • The number of students attending Speech Pathology to decline and those in the Speech program to be making improvements. • Making parents more aware of the importance of oral language at information sessions, through the Newsletter. • Weekly planners to reflect extended strategies in OL. • Staff PDP goals in Oral Lang or Speaking and Listening to be achieved.
2.	**Continue to strengthen the home/school partnership by developing the parents' skills through parent training in oral language strategies and how to effectively listen to their child read.**	• Early referrals to the Speech Pathologist for those students who require intervention. • Consistent approach to home reading across the school incl parents signing off, classroom procedures (changing books etc). • Awards for regular reading milestones at assemblies. • Use of the Library to encourage more diverse reading material. • Newsletter items stressing importance of the relationship of oral language and 'reading miles'. • *'How to actively listen to your child read'* PD provided to parents conducted by SIO and Prin. • Weekly conferencing and goal setting for every student. • Suitable and engaging text available for all readers incl reluctant readers. • Reminder notes sent home to parents if students are not reading regularly at home. • Engaging school and classroom libraries.	• All students to have reading diaries and to be actively using them. • The Speech Pathologist (Sue Begg) employed for one day per fortnight. • Louise (ESO) employed for 4 days per fortnight to support the speech program. • Money from Equity Funding to support the Speech and Oral language program. • All students/classes to have ready access to Library and borrowing. • Appropriate funding in the Literacy budgets for new reading material across the school. • Special Literacy days involving the community. (eg parents coming to school to read to students in individual and group sessions) • Reading Recovery Program • Explore program- for students from Grade 2 to 6.	• Principal and AP to run parent programs. • SIO-Wendy and sue Begg to oversee the OL program. • Sue Begg-Speech Pathologist to support language in the school and to provide PD. • Louise Smith-ESO • Prep and RR teachers to engage in OL program. • Parents to support Literacy at home	• Regular Reading (5 nights per week from day 1 across the school. • Reading PD conducted at the start of the school year for parents. • Information on OL at parent info sessions at the middle, end and start of school year. • PD provided by Sue Begg and SIO.	• Aiming for 95% of all students reading regularly at home with the evidence from a Parent survey and the data from each child's reading diaries. • The improved number of reading milestone awards handed out at Assemblies (for the number of reading nights) • Regular data collections of parents signing off in their child's reading diary. • NAPLAN data in Reading to match or above state level. • Most teachers to have a measurement goal for reading in their PDPs. • Improved Reading Recovery data with the number of students entering Reading Recovery at a higher level. • Students making faster progress in Reading Recovery and exited at a higher level. • PM bench mark data across the school indicating that no more than 5% of students leave Specimen Hill in year 6 below PM level 20. • **Every student in years 3-6 to make one year's growth as measured by On Demand tests in Numeracy and Literacy.** • **For students in Prep to Year 2 to make one year's growth in reading as measured by PM Benchmarks.** • **For all students across the school to make one year's growth in all areas of Literacy and Numeracy as measured by AusVELS.** • **For NAPLAN matched cohort Year 3 to 5 students to make one year's growth in Numeracy, Reading and Writing.**

1. **Building the capacity of teachers and ESO staff in their understanding and teaching strategies in Oral Language through Professional Development and the use of student check-lists/rubrics.**	• The provision of Oral Language PD conducted by Sue Begg (3 times per year) • The development of student check-lists and rubrics for staff. • Further OL PD conducted by SIO and Prin. • Walk-throughs to focus on the use of extensive/rich OL by teachers and students in the classroom. • Walk throughs focusing on word rich classrooms.	• Financed by Equity Funding –Speech Pathologist-Sue Begg. • SIO to finalise the check-lists. • Equity Funding-Reading Recovery training-Mandi Jennings. • Equity funding-Explore program. • Prin/AP and SIO along with other staff to complete the walk throughs.	SIO-Wendy Sue Begg Staff Prin/AP	First OL PD –March 2nd. Following 2 sessions dates to be advised.	• Staff using Tier 2 language in rooms as evidenced through Learning Walks. • Literacy charts (class generated through T&L sessions) around the room- word rich rooms. • Richer language evident in writing and verbally. • At least 30% of students in each class working above expected level in Speaking and Listening (AusVELS). • NAPLAN data in the area of Reading and Writing to be at or above state level. • NAPLAN data for 3-5 cohort in Reading and writing to improve.
2. **Development of personalised units of work for ASD and PSD students and students with extra needs.**	• Development of interest based units of work. • Development of a template for ESO and SIO to work from. • Use interests based topics to engage students and to meet their learning needs. • Enable easy access to information/resources. • Staff PD to increase awareness of the needs, the programs which should be incorporated and reflected in Team Planners • Visual Timetables and Choice charts. • Resource boxes for specific students. • The development of the Lifestyles Program.	• Provide time and PD for ESO staff, PD led by SIO (Wendy). • Wendy to provide the template and to research/activate/store the resources. • Budget to provide for Lifestyles program and other resources.	• SIO (Wendy) • ESOs • PD	• 2 units developed by the end of semester 1. • 2 extra units by the end of semester 2.	• Unit of work developed and undertaken by PSD, ASD and additional needs students. • Walk throughs with evidence of modified programs and all students engaged in learning appropriate to their needs in the classrooms or in alternative settings. • All staff to use visual timetables in all rooms. • More detailed visual timetables used by specific students. • ILPs and behaviour management plans on the school Management Tool and regularly reviewed. • Improved Attitudes to School data in the area of school engagement, teachers care and cater for the needs of the students and classroom safety.
3. **The development of rubrics for excellence in teacher practice.**	• Staff to develop rubrics around teacher practice for key areas. Eg Independent Reading. • PD sessions with staff input to the rubric.	• Prin and SIO to conduct the PD. • SIO to complete the rubrics. • PD included in staff PD schedule for Term 3. • Individual goals in PDPs.	• Principal and SIO. • Whole staff. • Vince Dobbs	P&D sessions scheduled into Term Planner. Completion of rubrics by end of Term 3.	• Whole staff input in the development of rubrics and use of rubrics in staff PDPs. • Staff reflections indicate areas for improvement. • Team reflections from PLT minutes reflect improvement. • Staff opinion Survey, Parent opinion survey and Attitudes to school results reflect improvement. • Increased number of staff seeking promotional positions • Number of staff members volunteering to undertake leadership roles. • Less behavioural issues as recorded in the ALP records.
4. **Embed critical and creative thinking into all curriculum areas through the use of Bloom's Taxonomy of thinking skills and other creative learning tools.**	• PD on Critical thinking strategies, especially Blooms. • How to implement creative/critical thinking in the classroom? • Updating units of work to reflect C&C thinking strategies and tasks. •	• PD provided by SIO/Prin and Vince Dobbs. • Use of thinking tools for teachers and students. • Identification of thinking skills in Team planning • A balanced integration of ICT across the school. • More collaborative and cooperative learning tasks.	• Prin/AP and SIO to provide and to organise PD • Team Leaders to monitor during planning • Vince Dobbs as a visiting consultant.	• Term 1- Discussions and planning of what • Term 2-PD conducted by Leadership team. • Term 2-3- PD with Vince Dobbs.	• Planners that reflect higher order thinking processes for students. • More personalised learning and projects as reflected through team planners. • Interactive and inquiry based learning as indicated in end of unit Expos, presentations. • Improvement in data- POS and Attitudes to Schools in the area of student engagement. • Students independently choosing Thinkers tools to process/ evaluate their thinking. • Daily reflections as recorded in student books or weekly planners.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To optimise the level of engagement of students in school.	**Targets**			
		12 month targets	Attitude to school survey variables: Connectedness to Peers and Teaching and Learning variables are at or above state mean in 2016. Attitude to School and Parent Opinion data to improve and align in perceptions of classroom Behaviour and Student Safety.		

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
Further development of school programs to enhance the engagement and learning needs of our students.	• Renewed focus and purpose of the Gardening, Lifestyles and Circus Programs in the school. • Incorporating gardening, circus, Lifestyles and music/instrumental in Behaviour Management Plans. • A wide range of tasks, activities and resources introduced for students on Modified programs, Behaviour Plans and ILPs. • Increase the Wellbeing Officers Time fraction to 0.8. • Increased ESO time to work in classrooms and to support students and special programs. • Increase the profile, responsibilities and impact of the Junior School Council.	• Equity Funding to support the increased cost of Wellbeing Officer and ESOs. • Training for staff around ASD students and modified programs. • Online training for all staff-ASD online, Dealing with difficult behaviours. • SSO and Classroom teacher to manage the gardening program. • Music teacher dedicated to music program -0.8 • Circus program operating every Wednesday. The development of a Circus troupe for performances. • ABLES- to be conducted with students operating at least 6 months below expected level. • Xuno (management tool) close monitoring of absences with follow up with families.	• AP-Wellbeing coordinator. • Wellbeing Officer • Training from Meaghan from Mansfield ASD services. • SIO • Principal • Classroom Teachers- ILPs and Behaviour Plans. • Kim Manley- gardening • Craig-Circus • AP-Lifestyles • Music-Joan	• Term 1- Increased time for ESO and Wellbeing Officer, • Curriculum day focussing on developing modified programs and deepening the understanding of students with ASD and challenging behaviours	• Less absences as indicated in CASES. • All students (esp those with challenging behaviours) to be spending 100% of their day in the classroom by the end of the year. • Less incidences recorded in the ALP records. • Students happy and managing when working in the classroom and self regulating their behaviour as indicated on the Management Tool and ALP records. • Improved Attitudes to Schools, Parent Opinion (classroom behaviour and Student Safety) and Staff Opinion Data. • Regularly documented and Reviewed ILPs and Behaviour Management Plans. • Differentiation in all lessons as indicated in weekly planners.
Participation in the Passions and Pathways project for Grade 6 students.	• Specimen Hill has been chosen as one of 3 Bendigo Schools to be involved in this program. • Di Craig to attend all Gllen committee meetings and Passions and Pathways project meetings. • SIO- Wendy Jackson to work as part of the Curriculum planning committee for the program. • Project, research and experienced based learning for all Grade 6 students. • Grade 6 teachers inducted into the program • Unit of work to operate in Grade 6 in Terms 2 and 3.	• Financial commitment from the school to pay for staffing and buses for the tours component of the program. (about $5000) • Grade 6 staff, SIO and Prin along with ESOs to resource the program. • Passions and Pathways (PP) Curriculum Planner • Passions and Pathways Tour and Project Planner. • Connection to local businesses. • Involvement in work based projects and and Expo.	• Grade 6 team • Prin and SIO • Grade 6 students. • ESOs	• The Program starts in Term 2 and finishes in Term 3.	• Student reflections indicating positive future pathways in employment or tertiary education. • Improved School Data-Attitudes to schools- Student morale and engagement, Parent Opinion Data. • Track our Speci students at Secondary school in relation to their progress, absences and connectedness to school. • Improved attendance data in Grade 6 students. • Connections with local businesses for guest speakers.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING

Goals	To enhance whole school practice to support the social-emotional development of students to improve student learning.	Targets	
		12 month targets	Attitude to School survey variables, Classroom Behaviour, Student Morale and Student Distress to show improvement from 2015 data.

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Embed the school values across the school community.	• Fortnightly focus in classrooms on a key value • Awards at Assembly • In classes and wellbeing program 'unpack' what encompasses each value. • Reference made to the values through the newsletter, school promotion etc. • Develop a parenting group to share concerns and school to inform community on good parenting strategies. • Development of a 'Good Parenting' handbook. • Involvement in the statewide Resilience Project.	• Grant money from the Resilience Project to support team/school activities. ($1500) • Term planner for Values implementation across the school with suggested activities. • Special days involving activities to Highlight the values. • Classroom displays and tasks. • Student involvement at Assemblies-presentations and role-plays using ICT. • Values focus during Wellbeing month • Harmony Day in March.	• Prin, AP-Wellbeing • Wellbeing officer • PLTs • Whole staff	• Term planners indicating values tasks • Harmony Day-March 18th • October-Wellbeing month.	• Less Alternative Lunchtime Program incidences recorded. • Less Behaviour Management plans required. • Improved Attitudes to Schools data in the areas of Wellbeing-Connectedness to Peers and school and Student Relationships-Student Morale and Student Distress to be above state mean. • Increase in attendance rates across the school. • Improved Parent Opinion Data in the area of Wellbeing-Classroom Behaviour and Student Safety.
Participation in the Resilience Project.	• Operate within the structures of the Program. • Survey Grade 3,4,5 and 6 students. (start and completion of project) • Provide the time, support and resources for students to develop a project and then to implement the strategies and evaluation of the project.	• $1500 Resilience Grant • Timetable regular meetings and sharing of information to the Resilience Project student group and other students and community. • Project to be implemented in April. And beyond. • PD for SIO and AP	• AP-Corey Warne • SIO-Wendy Jackson • Selected group of students. (22) • 3-6 students	• Completion by the end of 2016 with the final surveys completed.	• A successful Resilience Project that has been implemented across the senior department and one that has been organised and implemented by the students as reflected in the evaluation data. • Improved indicators in the Excellent Development Assets Range in the Resilience survey. • Improved school data in the area of wellbeing-resilience. • Less behaviour issues as indicated in ALP records.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals	Maintain a Workforce structure reflecting distributive leadership when delivering a whole school pedagogical approach. To implement the Victorian Curriculum (2016-2017)	Targets	
		12 month targets	• The provision of leadership training within the school. • A number of staff members to enrol in Bastow leadership courses. • Some staff members to seek Acting or promotional positions in other school settings. • Opportunities across the school for staff to undertake leadership roles and opportunities. • A distributive leadership model across the school.

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 provide leadership opportunities for staff within and beyond the school.	• Whole staff PD on leadership. • AP involved in online leadership course. • Encourage staff to apply for Acting or promotional positions to broaden their experiences. • Principal mentoring program with another local Prin. • Developing a variety of roles in the school to develop leadership opportunities. • Clearly defined leadership roles with expectations and feedback.	• Prin to conduct the in -school leadership program. • Bastow courses • School structures to allow for distributive leadership. • School leadership team, PLT leaders, curric leaders, School council sub-committee leaders, mentors, Roles and Responsibilities.	• Principal • Leadership Team • Whole staff	• Leadership course to operate during PD sessions throughout the year. • Leadership positions within school structure, others on a needs basis. • Leadership PD during Term 3 Curric Day.	• A highly efficient and exceptionally well functioning school. • Clear roles and expectations for leadership positions as documented in school policies. • The number of leadership positions indicates interest. • Leadership goals in PDPs • Improved staff opinion data in the area of supportive leadership, encourages leadership in others. • Success in staff seeking promotional positions. • Successive planning runs smoothly in the absence of substantive school leaders.
The introduction of the Victorian curriculum across all areas	• To provide adequate PD and implementation time for staff to deepen their understanding of the Vic Curric. • To provide whole staff and team planning opportunities to upgrade units of work and curriculum documents in the school. • Update our assessment and reporting documents.	• PD on scheduled times on calendar-at least one per term. • Ongoing information sharing at Staff meetings. • Use of curriculum day in Term 3. • Milestones set to inform transition. • Inform school community through the newsletter and updated documents.	• Principal and AP • SIO • Curriculum committees • Student Learning sub committee.	• Start in 2016 during staff PD in Term 1 • Assessment and reporting completed in semester 2 2016 • Regular PD sessions and staff meeting PD • Completion in 2017	• Transition to school policies and teaching and learning practices being compliant with the Victorian Curriculum. • Some areas of the school reports reflect Vic Curric. By end of 2016. • The language and practice in curriculum documents is aligned with Vic Curric across the school. • Staff, students and parents all have a deeper understanding of Vic curric as reflected in their understanding of reports through discussions and interviews. • School survey to parents with key questions around their understanding of the changes and feedback on how to improve understanding. • Students are assessed in line with Vic Curric and steady growth at least maintained in all learning areas.
To be compliant in all areas of OHSC.	• Training for OHSC staff. • Identification of requirements to attain total compliance. • To work through a process of acquiring a satisfactory standard.	• Meet with DET staff. • Clear direction and requirements for improvement. • OHSC Staff (esp coordinator) involved in training.	• Prin • OHSC coordinator and staff • DET staff	• Completion by end of semester 1 2016	• Total satisfactory (or beyond) status in all 7 categories • Improved operations in the OHSC as indicated by consistent attendance, student reflections in journals and parent surveys. • Maintaining or continuing to improve in all areas as reflected in OHSC evaluation in December.

	• Working with OHSC personnel at DET. • Updating documentation and practice to reflect change.	• Timeline for improvement and compliance.	• OHSC governing body		• Staff PDP- meeting expectations as indicated in goals. • Updated documentation and practice compliant with DET expectations.

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	