

# Annual Implementation Plan: for Improving Student Outcomes

School name: Wandong Primary School

Year: 2018 based on strategic plan 2017-2020

GOAL 1: By the end of 2020, there will be improved student outcomes in Literacy and Numeracy.					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO?	WHEN?	MONITORING	
				Progress Status	Evidence of impact
<b>Develop a culture consistent with Professional Learning Communities across the whole school</b>	PLC Team (SIT) to provide professional learning around PLCs	PLC Leaders		● ● ●	Teachers will: <ul style="list-style-type: none"> <li>- Demonstrate progression along the PLC maturity matrix</li> <li>- Demonstrate an understanding of working effectively in a PLC</li> <li>- Have a greater understanding of the Inquiry cycles and be able to implement these</li> </ul> School Leaders will: <ul style="list-style-type: none"> <li>- Model effective use of the Inquiry Change Cycle</li> <li>- Have a greater understanding of the next point of learning for our staff</li> <li>- Model PLC expectations in our meetings and with dealings with staff</li> </ul>
	Introduce and build expertise around the Inquiry Change Cycle	PLC Leaders		● ● ●	
	SIT to model and provide feedback to staff on PLC behaviours	Leadership		● ● ●	
	Allocate PLC meeting time in the professional learning schedule	Leadership		● ● ●	
	Use the Maturity Matrix to set goals and track progress	PLC Leaders		● ● ●	
<b>Improve staff capacity to collect, analyse and use data to inform teaching and delivery of instruction at the point of need</b>	Introduce SPA	Curriculum Coordinators		● ● ●	Students will: <ul style="list-style-type: none"> <li>- Be provided with more effective and targeted differentiated learning</li> <li>- Co-create relevant explicit learning goals</li> <li>- Be aware of their current successes and next steps for learning</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- Record and access data appropriately</li> <li>- Use data to inform teaching</li> <li>- Use data to discuss students' progress more effectively</li> <li>- Link student results to their teaching and learning program</li> <li>- Evaluate and modify their teaching practice based on the needs of their students</li> <li>- Provide data evidence in performance and development reviews</li> </ul> School leaders will: <ul style="list-style-type: none"> <li>- Use data to inform the future direction of the school</li> <li>- Use data more regularly at SIT meetings</li> </ul>
	Present professional learning on data analysis eg. On Demand and NAPLAN analysis	Curriculum Coordinators		● ● ●	
	Review and revise Unit Leader role to oversee data	Assistant Principal		● ● ●	
	Train lead users on SPA (Unit Leaders & SIT)	Curriculum Coordinators		● ● ●	
	Curriculum Leaders to attend PLCs and facilitate the connection between assessments and student learning and teaching	Curriculum Coordinators		● ● ●	
	Update Data Expectations Grid	Curriculum Coordinators		● ● ●	
	Engage classroom teachers in conversations surrounding data during the Performance and Development process	Leadership Team		● ● ●	
<b>Embed a comprehensive process for the giving and receiving of feedback</b>	Feedback to teachers from SIT: Continue to implement focused Learning Walks SIT to use evidence from the Learning Walks to target professional learning, assign coaching and allocate support SIT to have follow up discussions about Learning Walk evidence	Leadership Team		● ● ●	Students will: <ul style="list-style-type: none"> <li>- Receive and act on feedback</li> <li>- Be aware of their current successes and next steps for learning</li> <li>- Show improved outcomes as a result of targeted and timely verbal and written feedback</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- Collect and act on feedback from others</li> <li>- Be aware of their current successes and next steps for learning</li> <li>- Improve their practice as a result of targeted timely verbal and written feedback</li> </ul> School Leaders will: <ul style="list-style-type: none"> <li>- Collect and act on feedback from others</li> <li>- Be aware of their current successes and next steps for learning</li> </ul>
	Feedback to teachers from teachers: Review and revise Peer Observation Process Implement updated Peer Observation Process	Teacher(s)		● ● ●	
	Feedback to SIT from teachers: Introduce critical friend process Introduce feedback process	Leadership Team		● ● ●	
	Feedback to students from teachers: Provide regular feedback to students based on their progress	Teacher(s)		● ● ●	
<b>Increase teacher capacity to deliver an effective Literacy program</b>	Implement PLCs across the school	All staff		● ● ●	Students will: <ul style="list-style-type: none"> <li>- receive greater differentiated instruction in Literacy</li> <li>- be aware of their current successes and next steps for learning</li> <li>- be able to verbalise learning goals</li> <li>- achieve improved outcomes</li> </ul>
	Introduce SPA to track data and monitor growth	Curriculum Coordinators		● ● ●	
	Audit current teacher practice against the HITS document	Curriculum Coordinators		● ● ●	

					Teachers will: - differentiate their instruction during Literacy lessons - be aware of their current successes and next steps for improving their teaching - track progress against professional goals in their PDP document and at PLC meeting - display a more consistent delivery of the teaching of Literacy (eg Guided reading) - recognise the improvements within their delivery of Literacy lessons
	Increase leadership and staff knowledge of the Literacy portal and HITS document	Curriculum Coordinators		● ● ●	
	Continue to implement Literacy leader support at PLC planning	Curriculum Coordinators		● ● ●	
	Continue to implement Literacy leader walkthroughs, observations and feedback to staff on teaching practice	Curriculum Coordinators		● ● ●	School Leaders will: - have a deeper understanding of the Literacy profiles (strengths and areas for improvement) of staff
	Provide targeted professional learning based on observations of staff practice	Curriculum Coordinators		● ● ●	- observe improvements within delivery of Literacy lessons, particularly in relation to HITS
	Literacy Leader will participate in ongoing professional learning	Curriculum Coordinators		● ● ●	
	Introduce Learning Specialist	Leadership		● ● ●	
	Access, provide and use relevant resources to support effective teaching practice	Curriculum Coordinators		● ● ●	
	Track staff progress against professional goals in PDP documents and during PLC meetings	Curriculum Coordinators		● ● ●	

**GOAL 2: By the end of 2020, there will be improved engagement levels.**

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO?	WHEN?	MONITORING	
				Progress Status	Evidence of impact
<b>Increase student voice to impact on teaching and learning</b>	Develop a common understanding of the importance of student voice in regards to teaching and learning.	Assistant Principal		● ● ●	Students will: - Have the opportunity to impact decision making at the school in regards to teaching and learning. - Be more actively engaged in class. - Increase their understandings of 'What makes an effective leader?'
	Develop school wide expectations of gathering examples of formal and informal student voice to improve teaching and learning.	Assistant Principal		● ● ●	
	Provide professional development around the importance of student voice and how to act upon it to improve teaching and learning.	Assistant Principal		● ● ●	
	Develop timelines for collection of student voice regarding teaching and learning.	Assistant Principal		● ● ●	
	Develop templates for recording student feedback (voice) as well as templates for acting upon this.	Assistant Principal		● ● ●	
	Co-construct a definition of student voice for Wandong PS.	Assistant Principal		● ● ●	
	Trial a school wide student leadership program and adapt to create a WPS student leadership program.	Wellbeing Coordinator		● ● ●	
<b>Increase student attendance rates</b>	Monitor, track and act upon student absences.	Wellbeing Coordinator		● ● ●	Students will: - Increase their data literacy skills in regard to attendance - Be aware of their own attendance - Value the importance of attending school.  Teachers will: - Increase their repertoire of strategies to increase attendance and use them effectively - have a thorough knowledge of their students' attendance and know the background narratives for each student in their class in relation to absences  School Leaders will: - have a thorough knowledge of their students' attendance and know the background narratives for each student in their class in relation to absences - Increase their repertoire of strategies to increase student attendance and use them effectively
	Develop processes that acknowledge and celebrate attendance rates at class room, unit and whole school level.	Wellbeing Coordinator		● ● ●	
	Hold regular parent meetings with our 'At Risk' attendees.	Wellbeing Coordinator		● ● ●	
	Have attendance data for class rooms and units visible in the school, and regularly reference with students and teachers.	Wellbeing Coordinator		● ● ●	
	Continue to implement the 'Every Day Counts' strategies.	Wellbeing Coordinator		● ● ●	

## 2018 TARGETS- Wandong Primary School

Goal 1	By the end of 2020, there will be improved student outcomes in Literacy and Numeracy.	Goal 2	By the end of 2020, there will be improved engagement levels.
12 month targets	<p><b>Improve growth of relative gain for NAPLAN:</b>  R: 16% (low), 62% (medium) 22% (high).  W: 35% (low), 40% (medium) 25% (high).  N: 18% (low), 55% (medium) 27% (high).</p> <p><u>% grade three students above expected level - bands 5/6</u>  R: 32%</p> <p>W: 32%</p> <p>M: 20%</p> <p><u>% grade five students above expected level - bands 7/8</u>  R: 34%</p> <p>W: 10%</p> <p>M: 20%</p> <p><u>% grade three students below expected level - bands 1/2</u>  R: 20%</p> <p>W: 9%</p> <p>M: 20%</p> <p><u>% grade five students below expected level - in bands 3/4</u>  R: 11%</p> <p>W: 9%</p> <p>M: 10%</p> <p><b>KEY IMPROVEMENT STRATEGIES</b>  Develop a culture consistent with Professional Learning Communities across the whole school</p> <p>Improve staff capacity to collect, analyse and use data to inform teaching and delivery of instruction at the point of need</p> <p>Embed a comprehensive process for the giving and receiving of feedback</p> <p>Increase teacher capacity to deliver an effective Literacy program</p>	12 month targets	<p><b>Attitude to Schools Data:</b></p> <p>Stimulating Learning to be at least 88%</p> <p>Teacher Concern to be at least 88%</p> <p>Learning Confidence to be at least 90%</p> <p>Student Voice and Agency to be at least 85%</p> <p>Managing Bullying to be at least 88%</p> <p><b>Attendance:</b></p> <p>Average days absent across the school to be 13.0 days or less.</p> <p><b>KEY IMPROVEMENT STRATEGIES</b>  Increase student voice to impact on teaching and learning</p> <p>Increase student attendance rates</p>