

Annual Implementation Plan: for Improving Student Outcomes

School name: Wandong Primary School

Year: 2017

School number: 1277

Based on strategic plan: 2017-2020

Endorsement:

Principal: Rhonda Cole 12/12/2016

Senior Education Improvement Leader : Anthony Gooden

School Council President : Penny Edwards 12/12/2016

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> By the end of 2020, there will be improved student outcomes in Literacy and Numeracy By the end of 2020, attendance rates will be at, or above, the state mean By the end of 2020, there will be improved engagement levels 	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	

Improvement Initiatives rationale:	
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p> <p>In 2016, Wandong Primary School underwent a peer review. The review process recognised and acknowledged that student achievement had not reached the expected targets in English and Mathematics. Significant work had occurred in raising the achievement level of students performing below expected level, especially in the area of Mathematics, however there was little evidence of extension of students performing above expected level. Increased percentages of high and medium growth, in relative gain, between grades three and five are an area for future focus. It was felt that the school has processes and structures in place, and thus is well prepared to improve student outcomes in the future. 2017 is a year for embedding best practice across the school through clear alignment to the instructional model and ensuring differentiation is a key focus in the teaching and learning cycle.</p>	
Key improvement strategies (KIS)	
<p>List the Key Improvement Strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Improvement initiative:	Key improvement strategies (KIS)
<p>FISO Initiative – Excellence in Teaching and Learning FISO Initiative – Building Practice Excellence</p>	<ul style="list-style-type: none"> Develop consistent understanding and implementation of WPS Instructional Model Develop teacher capacity to differentiate curriculum Embed an comprehensive process for the giving and receiving of feedback
<p>FISO Initiative – Excellence in Teaching and Learning FISO Initiative – Curriculum Planning and Assessment</p>	<ul style="list-style-type: none"> Improve staff capacity to collect, analyse and use data to inform teaching and delivery of instruction at the point of need.

Section 2A: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<i>By the end of 2020, there will be improved student outcomes in English and Mathematics</i>									
IMPROVEMENT INITIATIVE	FISO Initiative – Excellence in Teaching and Learning - Building Practice Excellence									
STRATEGIC PLAN TARGETS	<table border="1"> <tr> <td data-bbox="543 506 1670 684"> <p>Increase the percentage of Prep-6 students performing above expected level in all dimensions of English and Mathematics - Reading 36% to 40% Writing 19% to 24% Mathematics 15% to 20%</p> </td> <td data-bbox="1670 506 2801 684"> <p>Decrease the percentage of students performing below expected level in all dimensions of English and Mathematics – Reading 10% to 7% Writing 16% to 10% Mathematics 5% to 4%</p> </td> </tr> <tr> <td colspan="2" data-bbox="543 684 2801 743"> <p>In 2017, improve the growth of the relative gain for NAPLAN in Reading, Writing and Numeracy to 15% (low), 60% (medium) and 25% (high).</p> </td> </tr> <tr> <td data-bbox="543 743 1670 921"> <p>Increase the percentage of grade three students performing above expected level - in bands 5 and 6 Reading from 41% to 45% Writing from 36 % to 40% Mathematics from 16 % to 20%</p> </td> <td data-bbox="1670 743 2801 921"> <p>Increase the percentage of grade five students performing above expected level in bands 7 and 8 Reading from 38% to 43% Writing from 8% to 15% Mathematics from 4 % to 10%)</p> </td> </tr> <tr> <td data-bbox="543 921 1670 1100"> <p>Decrease the percentage of grade three students performing below expected level - in bands 1 and 2 Reading from 15% to 10%, Writing from 2% to 2% Mathematics from 17% to 15%</p> </td> <td data-bbox="1670 921 2801 1100"> <p>Decrease the percentage of grade five students performing below expected level - in bands 3 & 4 Reading from 8% to 5% Writing from 11% to 8% Mathematics from 8% to 5%</p> </td> </tr> </table>		<p>Increase the percentage of Prep-6 students performing above expected level in all dimensions of English and Mathematics - Reading 36% to 40% Writing 19% to 24% Mathematics 15% to 20%</p>	<p>Decrease the percentage of students performing below expected level in all dimensions of English and Mathematics – Reading 10% to 7% Writing 16% to 10% Mathematics 5% to 4%</p>	<p>In 2017, improve the growth of the relative gain for NAPLAN in Reading, Writing and Numeracy to 15% (low), 60% (medium) and 25% (high).</p>		<p>Increase the percentage of grade three students performing above expected level - in bands 5 and 6 Reading from 41% to 45% Writing from 36 % to 40% Mathematics from 16 % to 20%</p>	<p>Increase the percentage of grade five students performing above expected level in bands 7 and 8 Reading from 38% to 43% Writing from 8% to 15% Mathematics from 4 % to 10%)</p>	<p>Decrease the percentage of grade three students performing below expected level - in bands 1 and 2 Reading from 15% to 10%, Writing from 2% to 2% Mathematics from 17% to 15%</p>	<p>Decrease the percentage of grade five students performing below expected level - in bands 3 & 4 Reading from 8% to 5% Writing from 11% to 8% Mathematics from 8% to 5%</p>
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop consistent understanding and implementation of WPS Instructional Model	Present Instructional Model to staff	SIT	Term 1	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Prioritise whole school and individual staff professional learning (See KIS two) based on findings from learning walks	SIT	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
	Continue to develop and refine school Instructional Model	SIT	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
	Develop teacher capacity to differentiate curriculum	Reference school wide documentation that is aligned with Victorian Curriculum	English & Maths Leaders	Ongoing	6 months:		● ● ●	
12 months:					● ● ●			
Gather evidence of teacher capacity, audit strengths and identify needs - Analyse and prioritise findings		SIT	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
Develop and trial school wide professional learning plan		SIT	Term 1 and 2	6 months:	● ● ●			
				12 months:	● ● ●			
Provide targeted professional learning – Whole school: Mathematics: • Mathletics • Maths Data app • Problem Solving and smaller workshops depending on staff need		Maths Leader	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
Provide targeted professional learning – Whole school: English: • Writer’s Workshop • Six Traits of Writing • Conferencing skills and smaller workshops depending on staff need		English Leader	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
Align staff performance development goals to professional learning needs/plan		Prin Team/ Wellbeing	Term 1	6 months:	● ● ●			
				12 months:	● ● ●			
Implement and maintain strategic weekly team planning	English & Maths Leaders	Term 1/ongoing	6 months:	● ● ●				
			12 months:	● ● ●				
Implement leadership learning walks	SIT	Term 1	6 months:	● ● ●				
			12 months:	● ● ●				
Implement a refined peer observation process	SIT	Term 2	6 months:	● ● ●				
			12 months:	● ● ●				

	Investigate ways for students to give feedback to teachers – add to instructional model	Curric & Reporting PLT Leader	Term 2	6 months:	● ● ●			
				12 months:	● ● ●			
	Investigate opportunities for upskilling parents in the learning process	Principal to oversee	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
Embed an comprehensive process for the giving and receiving of feedback	Develop learning walk proforma/process based on instructional model	SIT	Term 1	6 months:	● ● ●			
	<ul style="list-style-type: none"> Learning environment Prior to Learning Teaching and Learning Reviewing the learning 			12 months:	● ● ●			
	Implement weekly walkthroughs of all classrooms by the senior leadership team (SIT) using above proforma	SIT	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
	Reflect on observations from walkthroughs when making SIT decisions related to future focus for individual and whole group professional learning	SIT	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
	Review and improve the currently existing focused classroom observations and feedback process	SIT	Term 1	6 months:	● ● ●			
				12 months:	● ● ●			
	Refine the triad approach to FISO target areas in staff PDPs	SIT	Term 2	6 months:	● ● ●			
				12 months:	● ● ●			



Section 2B: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		<i>By the end of 2020, there will be improved student outcomes in English and Mathematics</i>						
IMPROVEMENT INITIATIVE		FISO Initiative – Excellence in Teaching and Learning – Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		As above for initiative 2A						
12 MONTH TARGETS		As above for initiative 2A						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Improve staff capacity to collect, analyse and use data to inform teaching and delivery of instruction at the point of need.	Develop, document and embed a process for the use and analysis of data	Data team	Terms 1 and 2	6 months:	● ● ●			
				12 months:	● ● ●			
	Investigate effective forms of assessments, including Maths on Line interview	English and Maths PLTs	Terms 1 and 2	6 months:	● ● ●			
				12 months:	● ● ●			
	Provide professional learning on practices expectations around data collection and analysis	English and Maths PLTs	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
	Link data analysis to planning	English and Maths leaders	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
	Link data analysis to student goal setting	Principal team	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
	Track and analyse data over time	SIT	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			

Section 3A: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<i>By the end of 2020, there will be improved student outcomes in English and Mathematics</i>							
OTHER IMPROVEMENT MODEL DIMENSIONS	FISO Priority Professional Leadership – Building Leadership Teams							
STRATEGIC PLAN TARGETS	As above for initiative 2A and 2B							
12 MONTH TARGETS	As above for initiative 2A and 2B							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a leadership structure to support the building of teacher capacity	Review and redevelop leadership structure and associated roles	SIT	Term 4 2016	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Develop explicit role and responsibility statements and publicise to staff	SIT	Term 4 2016 and Term 1 2017	6 months:	● ● ●			
				12 months:	● ● ●			
	Develop explicit role and responsibility statements and publicise to staff Mentor middle leaders in leadership development	Principal	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			
	Reflect on effectiveness of roles in weekly SIT	SIT	Ongoing	6 months:	● ● ●			
				12 months:	● ● ●			

Section 3B: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		By the end of 2020, attendance rates will be at, or above, the state mean.						
OTHER IMPROVEMENT MODEL DIMENSIONS		By the end of 2020, there will be improved engagement levels FISO Priority – Positive Climate for Learning - Health and Wellbeing						
STRATEGIC PLAN TARGETS		ATTENDANCE DATA: <ul style="list-style-type: none"> Average days absent across the school to be 13.0 days or less. (2015 - 13.0 days) ATTITUDE TO SCHOOL DATA: <ul style="list-style-type: none"> Teacher Empathy to be at least 4.6 (2016 – 4.39). Stimulating Learning to be at least 4.5 (2016 - 4.11). School Connectedness to be at least 4.8 (2016 - 4.28). Student Safety to be at least 4.8 (2016 - 4.53) 						
12 MONTH TARGETS		ATTENDANCE DATA: In 2017, <ul style="list-style-type: none"> Average days absent across the school to be 13.0 days or less. (2015 - 13.0 days) ATTITUDE TO SCHOOL DATA: In 2017, <ul style="list-style-type: none"> Teacher Empathy to be at least 4.4 Stimulating Learning to be at least 4.6 School Connectedness to be at least 4.35. Student Safety to be at least 4.6 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Attendance strategy	<ul style="list-style-type: none"> analyse 2016 attendance data determine at risk students 	Wellbeing Leader	Term 1	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	<ul style="list-style-type: none"> reflect on attendance protocols and adapt as necessary 	Wellbeing Leader	Term 1	6 months: 12 months:	● ● ● ● ● ●			
	<ul style="list-style-type: none"> continue daily tracking of student attendance - implement attendance plan as necessary - continue follow up phone calls 	Wellbeing Leader	Ongoing	6 months: 12 months:	● ● ● ● ● ●			
	Wellbeing strategy	<ul style="list-style-type: none"> revamp student leadership roles and responsibilities 	Principal to oversee	Term 1	6 months: 12 months:	● ● ● ● ● ●		
		<ul style="list-style-type: none"> implement resilience project led by student cohort 	Wellbeing Leader	Term 1 and 2	6 months: 12 months:	● ● ● ● ● ●		
		<ul style="list-style-type: none"> continue KidsMatter approach to health and wellbeing 	Wellbeing Leader	Ongoing	6 months: 12 months:	● ● ● ● ● ●		

Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				