

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Wonthaggi Primary School**

Year: **2017**

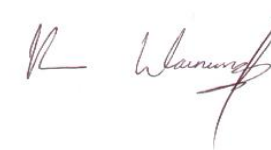
School number: 3650

Based on strategic plan: 2016-2018

Endorsement:

Principal Leonie Anstey 6/12/2016

Senior Education Improvement Leader :



Shane Wainwright 24/03/2017

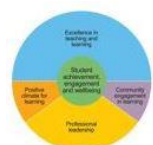
School council Michelle Mabilia 6/12/2016

## 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	
<p>To provide a safe and stimulating learning environment for all students. The staff will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.</p> <p>To improve the learning outcomes and growth in student learning, particularly in Reading, Oral Language, Writing and Numeracy.</p> <p>To develop students' ability to be reflexive and reflective thinkers who have high expectations of themselves as learners.</p> <p>Effectively allocate and use resources to support the school's goals and priorities.</p>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	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>Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.</p> <p>The NAPLAN growth data shows that students from grade 3 – 5 are not representing the normal curve expected for each area, particularly in reading and numeracy. A collaborative team environment to build student achievement data is integral to the progression for learning for all children.</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><b>Excellence in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Building Practice Excellence</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics and Literacy coaching for all classroom teachers</li> <li>Embed the practices in the Big 6 of Reading. Strong targets are set for Literacy Achievement in Reading, based on current Research</li> </ul>



	<ul style="list-style-type: none"> <li>• Teachers implement inquiry based learning tasks (across the curriculum) that provide differentiation and challenge for all.</li> <li>• Strengthen and induct new staff in the teaching practices for <i>Philosophy for Children</i>. (Oral language. Critical and Creative thinking)</li> </ul>
<p><b>Excellence in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Curriculum Planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the accuracy and consistency of assessment and reporting. Assessment data is identified/used for the learning stage and tracked for individual students.</li> <li>• Children articulate their learning to parents in three way conversations.</li> <li>• Strengthen transitional data for children into and from the school. (due to high transient population)</li> </ul>



Framework for Improving Student Outcomes

Published: February 2016



## Section 2: 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.

<b>STRATEGIC PLAN GOALS</b>		To provide a safe and stimulating learning environment for all students. The staff will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff. To improve the learning outcomes and growth in student learning, particularly in Reading, Oral Language, Writing and Numeracy.						
<b>IMPROVEMENT INITIATIVE</b>		<b>Excellence in teaching and learning: Building Practice Excellence + curriculum planning and assessment</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>Increase the percentage of students reaching benchmarks for Reading (Big 6) and Numeracy (growth points).</li> <li>Data is collected for the 6 components of reading for each child and targets are identified for each child and cohort and show a progression in attainment.</li> <li>To increase in the number of children experiencing medium/high growth in NAPLAN testing across all domains.</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>Assessments track progress for student learning in 3 areas of Big 6</li> <li>Strong targets are set for Literacy Achievement in Reading, based on current Research (e.g. Anne Bayetto)</li> <li>Mathematics Interview data shows growth for students involved in the program.</li> <li>Assessments are refined for the first three areas of Big 6.</li> <li>Assessments are identified for the remaining 3 areas of Big 6.</li> <li>Assessments track progress – and success of interventions for students.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget Estimate YTD	
Mathematics and Literacy coaching for all classroom teachers.	The Re-Solve project (AAMT) will be used to give and receive feedback on teaching of mathematics.	Chris, Karyn	Throughout 2017	6 months:	● ● ●	Maths Resolve lesson examples Records of coaching conversations PDP samples		
	Teachers will collaborate with Mathematic and Literacy coaches to develop lessons.	Chris, Karyn, Wendy		Resolve maths resources inform teacher's lesson content.	●			
	"How we teach what we teach" will guide coach's modelling of lessons, observations of teachers in action and feedback provided to teachers.	Chris, Karyn, Wendy		Maths coaches utilising the Resolve maths lessons to inform their work with teachers.	●			
	Teachers will be provided with designated time to collaborate with coaches on a weekly basis.	Chris, Karyn, Wendy		Teachers are meeting on a weekly basis for one on one coaching which includes a blend of modelling, observation, planning and feedback.	●			
	Coaches will develop a profile of each teacher's point of need.	Chris, Karyn, Wendy, Mark		A SMART goal related to improving a teacher's mathematics instructional capabilities is recorded in their PDP.	●			
	Teacher PDPs will detail a SMART goal related the professional learning they will undertake with coaches.	Chris, Karyn, Wendy, Mark		12 months: An increase in the number of students experiencing medium/high growth in NAPLAN testing across all domains.	● ● ●	Maths Resolve lesson examples Records of coaching conversations PDP samples		

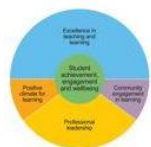


				MOI data for P-2 OnDemand 3-6				
Embed the practices in the Big 6 of Reading.	Professional Learning Teams will moderate data for areas of Big 6 strategies	Wendy PLT leaders	Ongoing	6 months: Each of the areas for the BIG 6 has its own benchmark	● ● ● ●	Records of coaching conversations PDP samples Evidence of SPAT intervention		
	Strong targets set for Literacy Achievement in Reading	Wendy	Ongoing	Teachers have identified a PDP SMART goal related to their knowledge of the Big 6	●			
	Teacher PDP plans will detail a SMART goal related to Big 6 of reading	Mark	Ongoing	Teachers have attended PD presented by Sheena Cameron.	●			
	PL for all staff with Sheena Cameron (Big 6)	Mark	May 2017	12 months: SPAT (Sutherland Phonological Awareness) Test training for all staff	● ● ●	Students identified for SPAT intervention Evidence of students graduating from SPAT intervention		
	Literacy coach will work with all staff to further their understanding of the BIG 6	Wendy	Ongoing	Students identified for SPAT intervention	●			
	Teacher/s from each team to attend Jolly Phonics/Grammar PD.	Wendy	Feb 2017 Ongoing					
Teachers implement inquiry based learning experiences (Mathematics) that provide differentiation and challenge for all.	PMSS will be utilised to plan and implement inquiry based mathematics lessons based on current research.	Chris, Karyn	Ongoing	6 months: Learning logs and teacher's weekly planning documents reflect inquiry based learning approach.	● ● ●	Examples of pre and post testing		
	PMSS will utilise feedback from the ReSolve project and the teaching of key lessons to identify inquiry based learning experiences	Chris, Karyn	Term 1 onwards	Math coaches are using Resolve lessons to inform teachers' planning.				
	PMSS will lead the development of Mathematics learning logs which reflect an inquiry based learning pedagogy.	Chris, Karyn, Sue, Megan, Andrew	Term 1 onwards	Pre and Post tests engage students to share their mathematical thinking when explaining an answer				
	Mixed ability based student groupings will underpin the WPS Instructional Model.	Chris, Karyn, Sue, Megan, Andrew	Term 1 onwards	Yrs 3-6 On Demand maths results Foundation – 2 MOI				
				12 months: Learning logs and teacher's weekly planning documents reflect inquiry based learning approach.	● ● ●	Examples of pre and post testing Learning logs Resolve PD attended by all staff		
				Math coaches are using Resolve lessons to inform teachers' planning.				



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To develop students' ability to be reflexive and reflective thinkers who have high expectations of themselves as learners.							
IMPROVEMENT INITIATIVE		<b>Excellence in teaching and learning: Building Practice Excellence</b>							
STRATEGIC PLAN TARGETS		Students are able to articulate their next learning steps using ASK model. Learning cycles are used to identify next steps of learning, including explicit 'next steps' for/by students.							
12 MONTH TARGETS		Students can articulate the 'learning pit' as the learning zone. Increased percentage of teachers reporting on the student understanding of "learning/practice" zone. (80%) The specialist teachers use the ASK model and the learning pit in conferences with students.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
						Estimate	YTD		
Build a shared understanding about reflexive and reflective learning.	PL will be provided through staff meetings to develop staff's reflexive reflective practices.	Mark Chris Karyn, Wendy	Term 2 onwards	6 months: Mark, Chris, Karyn and Wendy have developed a shared understanding of reflexive and reflective practices.	● ● ●	Teacher reflections with coaches			
	Coaches will lead and model reflexive and reflective conversation during PLT meetings.	Chris Karyn, Wendy	Term 2 onwards	A sequence of scaffolded learning experiences related to reflexive and reflective practices have been developed to share with staff.  A list of reflexive and reflective questions has been developed for coaches to guide their questioning with teachers.					
	Reflexive and reflective learning will form part of the feedback process during one on one coaching time with teachers.	Chris Karyn, Wendy	Term 2 onwards	12 months: Coaching notes  Data sets used to inform PLTs					
	Teachers on rotation, at staff meetings, share their reflexive strategies through evidence in their context.	Mark All teachers	Term 2 onwards						
Utilize the ASK model and the Learning Pit to develop student confidence and motivation.	PL is part of the staff meetings to build/model reflexive strategies.	Chris Karyn	Throughout each term	6 months: Students articulate their learning to parents in three way conversations.	● ● ●				
	Coaching conversations explicitly link to ASK model		PMSS and Literacy specialists	12 months:					



<p>Induct new staff in the teaching practices for Philosophy for Children. (Oral language. Critical and Creative thinking)</p>	<p>Induction PL for staff for Philosophy for Children.</p> <p>Coaching by team leaders</p> <p>Classes used as demonstration sites</p>	<p>Jenna</p> <p>Sue, Megan, Andrew, Chris</p> <p>Team Leaders</p>	<p>Throughout 2017</p>	<p>6 months:</p> <p>Teachers share their P4C experience with colleagues at the beginning of staff meetings.</p> <p>A teacher has been identified to be the "P4C champion".</p> <p>New staff have observed at least 3 P4C lessons and followed up with tchr they observed to reflect on questions and comments.</p>	<p>● ● ●</p> <p>●</p> <p>●</p> <p>●</p>	<p>Examples and resources from tchr planners</p> <p>Staff meeting mins</p>		
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## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	To provide a safe and stimulating learning environment for all students. The staff will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.							
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<b>Excellence in teaching and learning: Building Practice Excellence</b>							
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>Increase the percentage of students reaching benchmarks for Reading (Big 6) and Numeracy (growth points).</li> <li>Data is collected for the 6 components of reading for each child and targets are identified for each child and cohort and show a progression in attainment.</li> <li>To increase in the number of children experiencing medium/high growth in NAPLAN testing across all domains.</li> </ul>							
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>Writing data shows a minimum of one years growth for each child.</li> <li>Year 3 NAPLAN bottom 2 bands for writing has averaged 15% for the past two years, decrease by 5%</li> <li>Year 5 NAPLAN bottom 2 bands for writing has averaged 25% for the past two years, decrease by 5%</li> <li>Year 3 and 5 NAPLAN writing relative growth in the medium and high band to reflect similar results to network and state results</li> </ul>							
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>			
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>	
							<b>Estimate</b>	<b>YTD</b>
Embed the VCOP writing methodology to achieve a consistent approach to teacher practice.	All classes undertake the Big Write	All teachers	Term 1 onwards	6 months:	● ● ●	PLT writing logs		
	The Big write stimuli is sent home to all parents/guardians via facebook and newsletter	Wendy		12 months:	● ● ●		Examples of teachers tracking students progress on writing continuum	
	Student writing samples are used to develop a writer's profile (secretarial and authorial)	All teachers	Year 3 NAPLAN bottom 2 bands for writing has averaged 15% for the past two years, decrease by 5%	●	Examples of student friendly writing criteria			
	PLT will undertake 1 writing moderation session per term.	Chris, Andrew, Megan and Sue	Year 5 NAPLAN bottom 2 bands for writing has averaged 25% for the past two years, decrease by 5%	●				
	School closure day to undertake VCOP professional development (Day 1 and Day 2)	All teachers	Year 3 and 5 NAPLAN writing relative growth in the medium and high band to reflect similar results to network and state results	●				
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				

