

# Annual Implementation Plan: for Improving Student Outcomes

School name: Wandiligong Primary School

Year: 2017

School number: 0275

Based on strategic plan: 2016 - 2019

Endorsement:

Principal Julie Smith 21 / 3 / 2017

Senior Education Improvement Leader Jodie Grimmond / 12 / 201

School council Simon Lodge 21 / 3 / 2017

## 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	
1.To continually improve outcomes in Literacy and Numeracy for all students with an emphasis on developing creative and curious learners 2 To increase student and community connectedness to school. 3 To develop creative, self-motivated and resilient learners. 4 To make maximize the use of existing resources and funding and to seek new opportunities to build a sustainable future.	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:

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.

Our focus for 2016 was on developing a uniform practise for planning, documentation and assessment. With the implementation of the Victorian Curriculum we will need to continue this work to ensure that we continue to improve our whole school practise. We are still in need of establishing a best practise around documenting curriculum and the use of data to inform teaching.

### Key improvement strategies (KIS)

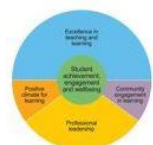
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	To increase opportunities for students to set goals and targets for their learning and increase parent participation in their child's learning. To continue to embed school values and resilience programs into the whole school curriculum. Annually review staff induction processes and procedures and staffing and student grouping arrangements
Curriculum planning and assessment	To implement a whole school digital learning plan which will imbed creative and challenging uses of digital learning into the curriculum. To develop a curriculum plan which documents curriculum provision for the arts. To build teacher capacity to set aspirational achievement goals and better understand and use assessment data to improve student outcomes utilizing the agreed assessment tools and chosen assessment and monitoring package

## 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>	<p>1 To continually improve outcomes in Literacy and Numeracy for all students with an emphasis on developing creative and curious learners</p> <p>2 To increase student and community connectedness to school.</p> <p>3 To develop creative, self-motivated and resilient learners.</p> <p>4 To make maximize the use of existing resources and funding and to seek new opportunities to build a sustainable future.</p>
<b>IMPROVEMENT INITIATIVE</b>	<b>Building practice excellence</b>
<b>STRATEGIC PLAN TARGETS</b>	<p>School performance in NAPLAN to be <b>at or above the state mean</b> in at least <b>70%</b> of students deemed capable of learning.</p> <p><b>80%</b> students (with exception for special needs) to meet or exceed a year's growth each year in Vic Curriculum in all subject areas.</p> <p>All students who are deemed capable <b>to be above</b> the national minimum standard in all English and mathematics assessments.</p> <p><b>By 2019</b></p> <p>Victorian Curriculum Teacher Judgements:  <i>Increase the percentage of students above the expected Vic Curriculum level P-6 to 20% or greater in reading, writing, speaking and listening, number.</i>  <i>To improve student attendance data with the absence average rate to be 15 days or less.</i>  <i>Student engagement data to be at or above the state average.</i>  <i>The annual Parent survey results for student motivation and stimulating learning to be in the 4<sup>th</sup> quartile.</i>  <i>Student Attitudes to School</i>  <i>By 2019 the following combined years 5 and 6 means to be above 4.:</i></p> <ul style="list-style-type: none"> <li>-Stimulating learning</li> <li>-Student motivation</li> <li>-School connectedness</li> <li>-Peer connectedness</li> <li>-Student safety</li> </ul> <p><b>'School Connectedness', and 'Student Morale' to maintain current levels or demonstrate improvement in the Student Attitudes to School survey (SATS) each year</b></p> <p><b>'School Connectedness' to maintain current levels or demonstrate improvement in Parent Opinion Survey each year.</b></p> <p>Staff survey data reports fair workloads, PD opportunities and a supportive work environment.</p> <p>The annual confirmed global budget shows that funding is allocated to the priority areas of the School Strategic Plan.</p> <p>'General Satisfaction' results from parent survey to be in the 4<sup>th</sup> quartile</p> <p><i>The school meets all VRQA requirements</i></p>
<b>12 MONTH TARGETS</b>	<p><b>Writing: year 3 <math>\frac{3}{8}</math> band 4 or above <math>\frac{2}{8}</math> band 3 or above <math>\frac{3}{8}</math> at band 2</b>                      <b>Year 5 <math>\frac{2}{5}</math> band 6 or above <math>\frac{2}{5}</math> band 5 or above <math>\frac{1}{5}</math> band 4 or above</b></p> <p><b>Reading: year 3 <math>\frac{5}{8}</math> band 4 or above <math>\frac{3}{8}</math> band 3 or above</b>                                      <b>Year 5 <math>\frac{2}{5}</math> above band 7 <math>\frac{2}{5}</math> band 6 or above <math>\frac{1}{5}</math> band 4 or above</b></p> <p><b>Spelling : year 3 <math>\frac{4}{8}</math> band 4 or above <math>\frac{1}{8}</math> band 3 or above <math>\frac{3}{8}</math> at band 2</b>                      <b>Year 5 <math>\frac{1}{5}</math> above band 6 <math>\frac{3}{5}</math> band 5 or above <math>\frac{1}{5}</math> band 4 or above</b></p> <p><b>Gram and punct: year 3 <math>\frac{5}{8}</math> band 4 or above <math>\frac{2}{8}</math> band 3 or above <math>\frac{1}{8}</math> at band 2</b>                      <b>Year 5 <math>\frac{2}{5}</math> above band 6 <math>\frac{2}{5}</math> band 5 or above <math>\frac{1}{5}</math> band 4 or above</b></p> <p>Numeracy : All students to be achieving in top 5 bands with at least <b>70%</b> achieving within the <b>first 3 bands above</b> National Minimum Standard</p> <p>We aim to have school connectedness and learning focus results in the <b>3<sup>rd</sup> quartile</b>.</p> <p>We are aiming to have stimulating learning, student motivation and parent input which relate to how the teachers are delivering their learning programs all in the <b>3<sup>rd</sup> quartile</b> this year.</p> <p>Student survey results for Teaching and Learning to be in <b>3<sup>rd</sup> or 4<sup>th</sup> quartile</b> which will clearly reflect actual school classroom climate</p> <p>Parent survey results to be at or above <b>3<sup>rd</sup> quartile</b> in categories listed below</p> <p>Connectedness with peers 2016 score 3<sup>rd</sup> quartile      2017 target score at or above 3<sup>rd</sup> quartile</p> <p>Student safety 2016 score 3<sup>rd</sup> quartile                      2017 target score at or above 3<sup>rd</sup> quartile</p> <p>General satisfaction 2016 score 3<sup>rd</sup> quartile              2017 target score at or above 3<sup>rd</sup> quartile</p> <p>Student survey results for student distress and student morale to be on a par with like schools and above state mean.</p> <p>Staff survey indicating overall satisfaction with school leadership and the level of support provided for professional learning.</p>



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To increase opportunities for students to set goals and targets for their learning and increase parent participation in their child's learning.	<ul style="list-style-type: none"> <li>• Timetable designed to enable parents to attend celebration assemblies and also to increase the desire of students/families to be at school on time.</li> <li>• Teachers to encourage and facilitate students setting goals around their own learning.</li> <li>• Student Leadership opportunities explored and offered to senior students.</li> <li>• Shared interschool activities planned for and consideration given to needs of all schools</li> <li>• Revisit means of communication to and from school to ensure most effective method is used.</li> <li>• Continue to investigate means to build partnerships with families and the broader community</li> <li>• Continue to embed the E5 teaching practice model throughout the school</li> </ul>	All staff	Ongoing	<ul style="list-style-type: none"> <li>▪ 6 months: Adjustments made to timetable as needed.</li> <li>▪ All absences continue to be clearly documented and analysed.</li> <li>▪ Individual Learning Plans have sections for student goals.</li> <li>▪ Opportunities for leadership for all senior students have been maximised and participation documented by publishing articles in the newsletter</li> </ul>	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			Each semester	<ul style="list-style-type: none"> <li>▪ 12 months: Surveys indicate that communication strategies are effective and utilized by all families</li> <li>▪ PD minutes demonstrate E 5 is being delivered</li> <li>▪ Interschool activities are well planned and well attended including effective transition activities.</li> </ul>	● ● ●			
			Term 1					
			Ongoing					
To continue to embed school values and resilience programs into the whole school curriculum.	<ul style="list-style-type: none"> <li>▪ Teachers to meet regularly to work on capabilities curriculum.</li> <li>▪ Implement components of Bounce back to explicitly teach capabilities</li> <li>▪ Review approach to discipline across the school to ensure consistency.</li> <li>▪ Review student engagement and welfare policy</li> </ul>	All staff	Ongoing	<ul style="list-style-type: none"> <li>▪ 6 months: Programs being successfully implemented</li> <li>▪ Staff meeting agenda to include discipline issues and discussions re target students</li> </ul>	● ● ●			
				<ul style="list-style-type: none"> <li>▪ 12 months: Welfare session timetabled weekly</li> <li>▪ Capabilities explicitly being taught and Bounce Back still being implemented</li> </ul>	● ● ●			
Annually review staff induction processes and procedures and staffing and student grouping arrangements	<ul style="list-style-type: none"> <li>▪ <i>Induct new staff and ensure all staff are familiar with policies and procedures</i></li> <li>▪ <i>Current resources audited, sorted and used to maximise student achievements.</i></li> <li>▪ <i>Work force plan developed</i></li> <li>▪ <i>Grants, programs, staffing, community support etc identified as ways to increase learning opportunities.</i></li> <li>▪ <i>Target students given tutoring assistance to improve achievement levels and increase classroom confidence and participation</i></li> </ul>	Prin	Term 1	<ul style="list-style-type: none"> <li>▪ 6 months: Teachers and students have access to quality resources and equipment to implement schools goals.</li> <li>▪ Points of difference and strategies for implementation identified to enhance classroom groupings and curriculum delivery minuted at staff meetings</li> <li>▪ Discussion re Targeted student's needs minuted in staff meetings</li> </ul>	● ● ●			
		Staff	Term 1					
		Prin	Term 4					
		Staff	Ongoing					
		Staff	Ongoing	<ul style="list-style-type: none"> <li>▪ 12 months: Parent Satisfaction to be in the 4<sup>th</sup> quartile</li> </ul>	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			





## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		1.To continually improve outcomes in Literacy and Numeracy for all students with an emphasis on developing creative and curious learners 2 To make maximize the use of existing resources and funding and to seek new opportunities to build a sustainable future.						
<b>IMPROVEMENT INITIATIVE</b>		<b>Curriculum planning and assessment</b>						
<b>STRATEGIC PLAN TARGETS</b>		School performance in NAPLAN to be <b>at or above the state mean</b> in at least <b>70%</b> of students deemed capable of learning. <b>80%</b> students (with exception for special needs) to meet or exceed a year's growth each year in all areas of the curriculum. All students who are deemed capable to be above the national minimum standard in all English and mathematics assessments. By 2019 VELS Teacher Judgements: <i>Increase the percentage of students above the expected VELs level P-6 to 20% or greater.in reading, writing, speaking and listening, number.</i>  <b>'School Connectedness', and 'Student Morale' to maintain current level or demonstrate annual improvement in the Student Attitudes to School survey (SATS)</b> <b>'School Connectedness' to maintain current level or demonstrate annual improvement in Parent Opinion Survey.</b> Staff survey data reports fair workloads, PD opportunities and a supportive work environment. The annual confirmed global budget shows that funding is allocated to the priority areas of the School Strategic Plan. 'General Satisfaction' results from parent survey to be in the 4 <sup>th</sup> quartile  <i>The school meets all VRQA requirements</i>						
<b>12 MONTH TARGETS</b>		<p><b>Writing: year 3 <sup>4/8</sup> band 4 or above <sup>2/8</sup> band 3 or above <sup>2/8</sup> at band 2</b>      <b>Year 5 <sup>2/5</sup> band 6 or above <sup>2/5</sup> band 5 or above <sup>1/5</sup> band 4 or above</b></p> <p><b>Reading: year 3 <sup>5/8</sup> band 4 or above <sup>3/8</sup> band 3 or above</b>      <b>Year 5 <sup>2/5</sup> above band 7 <sup>2/5</sup> band 6 or above <sup>1/5</sup> band 4 or above</b></p> <p><b>Spelling : year 3 <sup>4/8</sup> band 4 or above <sup>2/8</sup> band 3 or above <sup>2/8</sup> at band 2</b>      <b>Year 5 <sup>1/5</sup> above band 6 <sup>3/5</sup> band 5 or above <sup>1/5</sup> band 4 or above</b></p> <p><b>Gram and punct: year 3 <sup>4/8</sup> band 4 or above <sup>2/8</sup> band 3 or above <sup>2/8</sup> at band 2</b>      <b>Year 5 <sup>2/5</sup> above band 6 <sup>2/5</sup> band 5 or above <sup>1/5</sup> band 4 or above</b></p> <p>Numeracy : All students to be achieving in top 5 bands with at least <b>70%</b> achieving within the <b>first 3 bands above</b> National Minimum Standard Staff survey indicating overall satisfaction with school leadership and the level of support provided for professional learning.</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To implement a whole school digital plan which will embed creative and challenging uses of digital learning into the curriculum.	<ul style="list-style-type: none"> <li>Refine, update and implement the student wellbeing programs.</li> <li>Evaluate E-Smart components.</li> <li>Peer observations to observe creative use of digital programs in class</li> </ul>	whole staff	Ongoing	<ul style="list-style-type: none"> <li>6 months:</li> </ul>	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
		whole staff		<ul style="list-style-type: none"> <li>12 months: Child safety docs revisited</li> <li>Implementation of consistent approach for cyber safety and bullying.</li> <li>E Smart status 100 % complete.</li> </ul>	● ● ●			
To develop a curriculum plan which documents curriculum provision for the arts.	<ul style="list-style-type: none"> <li>Develop and implement a whole school policy and curriculum documentation in the provision for the arts</li> <li>Revisit teacher planning process related to Arts curriculum</li> <li>Annual musical program to be continued ensuring that all students have roles to enhance self-confidence.</li> <li>Pride Nights to be continued ensuring that all students have roles to enhance self-confidence.</li> </ul>			<ul style="list-style-type: none"> <li>6 months: Policy completed</li> <li>Curriculum plans in regular use</li> <li>Curriculum documentation completed and uploaded to staff drive</li> </ul>	● ● ●			
				<ul style="list-style-type: none"> <li>12 months: Annual musical program to be completed</li> <li>Pride Nights for all classes completed.</li> </ul>	● ● ●			



<p>To build teacher capacity to set aspirational achievement goals and better understand and use assessment data to improve student outcomes utilizing the agreed assessment tools and chosen assessment and monitoring package</p>	<ul style="list-style-type: none"> <li>▪ Revisit the use of the assessment schedule</li> <li>▪ Training provided to ensure that staff have an understanding of how to use Accelerus</li> <li>▪ Peer observations now an integral part of a system to ensure data usage and assessment practises are aligned across the school</li> <li>▪ Delivering quality PD that builds teacher knowledge and skills to deliver quality programs that are informed by the collection of data</li> <li>▪ Implement a strategy to track the growth between cohorts, groups and individual students.</li> <li>▪ Broaden ILP focus beyond special needs students to embrace <u>all</u> students</li> </ul>			<ul style="list-style-type: none"> <li>▪ 6 months: <i>Planning documentation is a whole staff focus and reflects differentiation.</i></li> <li>▪ <i>Evidence that the assessment schedule is being used effectively and consistently throughout the year.</i></li> <li>▪ <i>Accelerus data being used routinely</i></li> <li>▪ <i>Teacher planning demonstrates differentiation in each session</i></li> <li>▪</li> </ul>	<p>● ● ●</p>			
<p>To ensure that the curriculum is documented and audited at the end of each term by every subject teacher. Evidence of cross checking student participation and rates of success within this document.</p>	<ul style="list-style-type: none"> <li>• Assist all teachers to access relevant curriculum materials to enable them to develop a format that is user friendly for their individual needs</li> <li>• Share documentation in staff meeting so adjustments can be made</li> <li>• Check daily planners to ensure that every lesson has a learning intention and success criteria written to ensure every lesson has a clear focus.</li> </ul>			<p>6 months:</p>	<p>● ● ●</p>			
				<p>12 months:</p>	<p>● ● ●</p>			
				<p>6 months:</p>	<p>● ● ●</p>			
				<p>12 months:</p>	<p>● ● ●</p>			



# Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	[ <b>Drafting Note</b> these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	[ <b>Drafting Notes</b> Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
<b>STRATEGIC PLAN TARGETS</b>	[ <b>Drafting Note</b> these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
<b>12 MONTH TARGETS</b>	[ <b>Drafting Notes</b> the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[ <b>Drafting Notes</b> report here the KIS from the previous summary page]	[ <b>Drafting Notes</b> report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[ <b>Drafting Notes</b> report here the person responsible]	[ <b>Drafting Notes</b> report here the timeframe for completion]	6 months: [ <b>Drafting Notes</b> report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[ <b>Drafting Notes</b> report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				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>Considerations for 2018:</b>				

