

# 2016 Annual Implementation Plan: for Improving Student Outcomes



3345

Wallington Primary School

2016

Based on Strategic Plan 2015 -2018

## Endorsements

Endorsement by School Principal	Signed..... Name Leigh McLaren. Date20
Endorsement by School Council	Signed..... Name James Watson. Date.....
Endorsement by Senior Advisor	Signed..... Name Kerry Presser Date.....

## Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> 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	
<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	

<b>Initiatives Rationale:</b>	
<p>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.</p> <p>Wallington Primary School being a small school needs to be acutely aware of the emotional and social well-being of its students. The small number of social groupings can lead to students losing connection with their peers and the school. This loss of connection has a profound effect upon their student learning and associated outcomes. As a school our concern is not in as much lack of retention, but ensuring our students are engaged in their own learning whilst uphold the values that the school community sets for themselves.</p> <p>Our Attitude to Schools data places our students morale was at 17.3 percentile for both grade 5 and 6 combined. The grade 6 students showed a decline in most areas of the survey</p>	
<b>Key Improvement Strategies (KIS)</b>	
<p>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.</p>	
<b>Initiative:</b>	<b>KIS</b>
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> <li>• Use of common language throughout the school</li> <li>• introduction of Social and Emotional Learning Program centred around the You Can Do It Program ensuring that the social and emotional aspects are covered</li> <li>• The development of a Schools Future Plan by school council that outlines the schools visions and expectations for the school community</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
<b>Goals</b>	To improve student achievement outcomes in literacy P-6 with a specific focus on spelling, writing, and number	<b>Targets</b>	<p><b>Naplan</b> (Data from the School Portal)</p> <p>The percentage of students with low growth in Spelling decreases from 27% (2014) to 15% whilst maintaining relative high growth of 25% or more</p> <p>The percentage of students with low growth in Writing decreases from 21% (2014) to 15% whilst maintaining relative high growth of 25% or more</p> <p>The percentage of students in year 5 showing High growth in numeracy increase from 42% (2014) to 44%</p> <p><b>ODT</b> (Data from the school Server compared with data from the previous year –<a href="http://10.166.72.23/">http://10.166.72.23/</a>)</p> <p><b>Spelling</b></p> <p><b>Year 4</b> An average of 60% (45% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Year 6</b> An average of 75% (67% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Number</b></p> <p><b>Year 4</b> An average of 50% (37% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Year 6</b> An average of 91% (87% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p>		
		<b>12 month targets</b>	<p><b>Naplan</b> (Data from the School Portal)</p> <p>The percentage of students with low growth in Spelling decreases from 27% (2014) to 24% whilst maintaining relative high growth of 25% or more</p> <p>The percentage of students with low growth in Writing decreases from 21% (2014) to 19% whilst maintaining relative high growth of 25% or more</p> <p>The percentage of students in year 5 showing High growth in numeracy increase from 42% (2014) to 50%</p> <p><b>ODT</b> (Data from the school Server compared with data from the previous year –<a href="http://10.166.72.23/">http://10.166.72.23/</a>)</p> <p><b>Spelling</b></p> <p><b>Year 4</b> An average of 60% (45% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Year 6</b> An average of 75% (67% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Number</b></p> <p><b>Year 4</b> An average of 50% (37% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Year 6</b> An average of 90% (87% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p>		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
Provide time for teachers to visit other classrooms for the purpose of peer observation	Allocate a meeting time for teachers to meet to discuss the outcome of the observation  A schedule of observation is to be set up by the end of term1	CRT release to be provided by the PD budget  Ensure that there is adequate release for teachers to go to other classes	Principal	End of term 4	Teachers to have at least 3 peer observations recorded outlining the changes that have occurred. The first observation is to be used as the baseline.  Focus for observation is agreed and documented.  Teachers Mid and End Cycle PDP reviews show progress in focus areas
Continue to develop teacher capacity in the E5 School Planning Model	Staff meeting time will be allocated to teachers working on the use of the E <sup>5</sup> School Instructional Model	Staff meeting and unit meeting time allocated	Curriculum committee	End of term 4	Teachers referencing E <sup>5</sup> School Instructional Model in their planning

Develop strategies to assist teachers to moderate teacher reporting against AusVels across the school. the teaching and learning.	A meeting time will be allocated after school for teachers to share strategies and reflect upon current practice	Staff meeting and unit meeting time allocated	Curriculum Committee	End of term 4	Teachers to meet at least four times, as a whole to moderate work samples in writing Rubric for each student is completed Teacher judgements reflect standardised assessments for individual students? All students are positioned on an AusVELS learning continuum for Writing and Spelling in February and at the end of each semester.
Investigate whole school data assessment analysis package (e.g. GradeXpert)	A working party will be set up to investigate the suitability of software packages that will assist teachers in the analysis of data and the writing of reports.  Revise English and Math essential standards to align with the recommended package	Teachers will be released to visit other schools to look at various computer packages	Principal Teachers	Mid term 4	A software package will be agreed upon by staff Implementation Plan developed Essential standards agreed and documented for English and Maths 'I can' statements developed for both Maths and English and the curriculum aligns with the Vic Curriculum

# Annual Implementation Plan: for Improving Student Outcomes

<b>ENGAGEMENT</b>					
<b>Goals</b>	To strengthen student motivation and commitment to actively involve themselves in their learning and understanding of what they need to learn next	<b>Targets</b>	The overall rating of Student Motivation in Student Attitude to School Survey increases from 4.40 in 2014 (based on grade 5 and 6 data) to 4.7 <small>(Data from the School Portal)</small>		
		<b>12 month targets</b>	The overall rating of Learning Confidence in Student Attitude to School Survey increases from 4.0 in 2014 (based on grade 5 and 6 data) to 4.3 <small>(Data from the School Portal)</small> The overall rating of Student Motivation in Student Attitude to School Survey increases from 4.40 in 2014 (based on grade 5 and 6 data) to 4.6 <small>(Data from the School Portal)</small> The overall rating of Learning Confidence in Student Attitude to School Survey increases from 4.0 in 2014 (based on grade 5 and 6 data) to 4.5 <small>(Data from the School Portal)</small> The overall rating of Teaching Effectiveness in Student Attitude to School Survey increases from 4.26 in 2014 (based on grade 5 and 6 data) to 4.5 <small>(Data from the School Portal)</small>		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
Undertake an audit of the ICT usage across the curriculum	Each teacher will complete a proforma that has been developed to capture the required information Development of a plan to address the recommendation of the Audit report	The findings of the review will be funded via the budget	Principal Teachers	Term 2  End term 4	Completed audit of ICT usage across the school in terms of its use within the curriculum. Evaluation form completed for the ipad trial (P-2) ICT plan developed in consultation with staff and parents and endorsed by school council.
Provide teachers with PD and the opportunity to reflect and share on the progress of student feedback	Each teacher is to reflect on the feedback they give their students and enter this reflection in the journal as a way of recording and monitoring the feedback	Time will be allocated at staff meetings to discuss and share ways that teachers are providing feedback.	Principal Teachers	End of term 4	Each teacher to make at least 10 entries in their reflection journal about student feedback that they have given  Observation shows all teachers use agreed common language in their instruction
The teaching of Social and Emotional Learning Units as part of a whole school program	All teachers will implement the agreed Social and Emotional Learning Program in their classrooms  Survey students in July and November to gauge progress in Learning confidence, Student Motivation and Teacher Effectiveness	Implementation of the Attitude to School survey in July and Nov	Teachers	End of term 4	Progress in student survey to gauge progress in Learning confidence, Student Motivation and Teacher Effectiveness  All teachers implement the agreed Social and Emotional Learning Program in their classrooms and this is evident in their work programs

# Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	For students to be active participants in the school community through purposeful interactions, input into decision making and school connectedness in a safe and inclusive environment.	Targets	The overall rating of Student Distress in Student Attitude to School Survey increases from 6.11 in 2014 (based on grade 5 and 6 data) to 6.25* (Data from the School Portal- *The higher the score the more positive about distress levels)  The overall rating of Student Morale in Student Attitude to School Survey increases from 5.46 in 2014 (based on grade 5 and 6 data) to 5.75 (Data from the School Portal)  Student absences Prep – 6 improve from 93% in 2014 to 95% by the end of the Strategic Plan period (Data from the School Portal)		
12 month targets		The overall rating of Student Distress in Student Attitude to School Survey increases from 6.11 in 2014 (based on grade 5 and 6 data) to 6.2* by the end of 2016. (Data from the School Performance Report)  (Data from the School Portal- *The higher the score the more positive about distress levels)  The overall rating of Student Morale in Student Attitude to School Survey increases from 5.46 in 2014 (based on grade 5 and 6 data) to 5.55 by the end of 2016. (Data from the School Performance Report)  (Data from the School Portal)  Student absences Prep – 6 improve from 93% in 2014 to 94% by the end of 2016 (Data from the School Portal)			
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
Continue to strengthen a whole school approach to student engagement	Staff will be offered the opportunity to attend a Restorative Practices Session. After which they will report back to staff about their learnings from the session	PD funds to be allocated directly to student well being	Principal	ongoing	2 teachers to attend Restorative Practices PD Minutes of Staff meetings Development of agreed and documented whole school student engagement plan
Promote home school partnerships through involvement of parents learning.	A staff member will conduct a Parents Helper course over a two week period.	employing CRT to release teacher to take this programme. Course to be of a two week duration during term 2	Staff/ School Council	End of Term 2	Increase in the general satisfaction with the school through the Parent Opinion survey.

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To align the schools human, physical and financial resources with the schools strategic intent.	Targets	The overall rating of 'School Climate' in Staff Opinion Survey increases from 86% in 2014 to 92% by the end of the Strategic Plan period. (Data from the School Performance Report)  The overall rating of General Satisfaction in Parent Opinion Survey increases from 5.59 in 2014 to 6.3 % by the end of the Strategic Plan period. (Data from the School Performance Report)  The overall rating of 'Learning Focus' in Parent Opinion Survey increases from 5.36 in 2014 to 6.0 % by the end of the Strategic Plan period. (Data from the School Performance Report)		
		12 month targets	The overall rating of 'School Climate' in Staff Opinion Survey increases from 86% in 2014 to 89% by the end of 2016. (Data from the School Performance Report)  The overall rating of General Satisfaction in Parent Opinion Survey increases from 5.59 in 2014 to 5.9 % by the end of 2016. (Data from the School Performance Report)  The overall rating of 'Learning Focus' in Parent Opinion Survey increases from 5.36 in 2014 to 5.7 % by the end of 2016. (Data from the School Performance Report)  The overall rating of 'Shielding and Buffering in Staff Opinion Survey increases from 58.33% in 2014 to 65% by the end of 2016. (Data from the School Portal )		
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
The development of and implementation of the Schools Future Plan	The school council will meet with stakeholders in the school to determine what the needs of the school are in terms of the physical environment, communication, and community engagement	Allocation of funds to the projects outlined	School Council	Term 4	Increase in the parent satisfaction in the Parent opinion Survey School Future Plan endorsed by school council?
Ensure effective use of eLearning	The school council will meet with stakeholders in the school to determine what the needs of the school are in terms of the BYOD strategy	Meeting times to be allocated at staff meetings, School Council, and Parents and Friends	School Council	Term 3	The presentation of the position paper and the development of an implementation for 2017
To build Teacher capacity in whole school approach to teacher and Learning	Survey Teachers re collaborative team practices Establish baseline data and reassess in Nov Hold an open forum to discuss the issue of buffering/shielding	Meeting time to be allocated	Principal	Term 4	Improvement is shown in the baseline data between April and November

# 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	