

# Annual Implementation Plan: for Improving Student Outcomes

School name: Wallington Primary School

Year: 2017

School number: 3345

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Leigh McLaren

6<sup>th</sup> December 2016

Senior Education Improvement Leader Alan Davis

[date]

School council James Watson

6<sup>th</sup> December 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
To improve student achievement outcomes in literacy P-6 with a specific focus on spelling, writing, and <b>number</b>

Improvement Priorities	Improvement Initiatives	✓
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.

There are inconsistencies in the approach used in selecting the essential content to be taught across the school. We need to consolidate the past years of learnings to complete a document that outlines what we teach and consistent strategies across the school. This will ensure better data and allow more effective team teaching approaches. The data indicates that in Number and Writing 70% and 77% of students respectively are performing at or below expected levels. Whilst the percentages of children are achieving medium and High growth is good we can still do better to reduce the number of students with low growth.

Vic Curric	A	B	C	D	E
Teacher Judgment					
Number	1.3%	21.1%	65.1%	10.5%	2.0%
Writing	6.6%	14.5%	66.4%	2.6%	2.0%

School Relative Growth NAPLAN	Low	Medium	High
Number	28.6%	57.1%	14.3%
Writing	14.3%	42.9%	42.9%



### 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)
<b>Development of consistent practice across the school in the delivery of Literacy and Numeracy</b>	<ul style="list-style-type: none"><li>• <b>Documentation of agreed procedures such as Words Their Way, John Munro approach, 6 + 1 traits of writing, agreed protocols and procedures</b></li><li>• <b>Work towards a Guaranteed and Viable Curriculum by developing essential learnings in writing and number</b></li></ul>
<b>To implement the Respectful Relationships program by integrating it into our existing Social and Emotional Learning</b>	<ul style="list-style-type: none"><li>• <b>Audit and Review the Social and Emotional Learning Program that is used at Wallington PS</b></li><li>• <b>Integrate the two programs into one. Ensuring all of the learning outcomes</b></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 improve student achievement outcomes in literacy P-6 with a specific focus on spelling, writing, and <b>number</b>
<b>IMPROVEMENT INITIATIVE</b> <b>STRATEGIC PLAN TARGETS</b>	<p>Building practice excellence / Curriculum planning and assessment</p> <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 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 Vic Curriculum</p> <p><b>Year 6</b> An average of 75% (67% -2014) of students show growth of at least 1.0 Vic Curriculum</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 Vic Curriculum</p> <p><b>Year 6</b> An average of 91% (87% -2014) of students show growth of at least 1.0 Vic Curriculum</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 10% 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 10% 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 Vic Curriculum</p> <p><b>Year 6</b> An average of 75% (67% -2014) of students show growth of at least 1.0 Vic Curriculum</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 Vic Curriculum</p> <p><b>Year 6</b> An average of 91% (87% -2014) of students show growth of at least 1.0 Vic Curriculum</p>



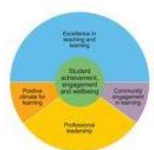
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Development of consistent practice across the school in the delivery of Literacy and Numeracy</b>	Allocate a curriculum day to formally present the documents to staff Use of PLC to develop essential learning Allocate 2 CRT days Peer Observations term 2 and 3 Load the essential learning onto Sentral for use with assessment.	Literacy and Numeracy Co Ordinator	End of term 3	<b>6 months: ODT in comparison with November 2016 Data</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> ) <b>Spelling</b> <b>Year 4</b> An average of 60% (45% -2014) of students show growth of at least 0.5 Vic Curriculum level <b>for 6 months</b>  <b>Year 6</b> An average of 75% (67% -2014) of students show growth of at least 0.5 Vic Curriculum level <b>for 6 months</b>  <b>Number</b>  <b>Year 4</b> An average of 50% (37% -2014) of students show growth of at least 0.5 Vic Curriculum level <b>for 6 months</b>  <b>Year 6</b> An average of 91% (87% -2014) of students show growth of at least 10.5 Vic Curriculum level <b>for 6 months</b>	● ● ●	[Teachers will have a document that clearly sets out the essential learnings in Number and Writing. This will be agreed document that will also outline the broad strategies to be used across the school.  <b>Essential Learning will be documented in Numeracy and Writing</b>  <b>Peer Observations will take place in Term 2 and 3. Feedback to each round will be presented at staff meetings</b>		
				<b>12 months: ODT based on Data</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> ) <b>Spelling</b> <b>Year 4</b> An average of 60% (45% -2014) of students show growth of at least 1.0 Vic Curriculum level <b>for 12 months</b>  <b>Year 6</b> An average of 75% (67% -2014) of students show growth of at least 1.0 Vic Curriculum level <b>for 12 months</b>  <b>Number</b>  <b>Year 4</b> An average of 50% (37% -2014) of students show growth of at least 1.0 Vic Curriculum <b>for 12 months</b>  <b>Year 6</b> An average of 91% (87% -2014) of students show growth of at least 1.0 Vic Curriculum level <b>for 12 months</b>	● ● ●			
<b>To implement the ‘Respectful Relationships program’ and by aligning Personal and Social Capability with the RR and your current social and emotional program</b>	PLC incorporates the Respectful Relationships into the Wallington Emotional and Social Learning Program  Teachers share activities that they have found and these will be added			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)  <b>Student absences Prep – 6 improve from 93% in 2014 to 95% by the end of the Strategic Plan period</b> (Data from the School Portal)	● ● ●	<b>Respectful Relationships integrated into the Wallington Social and Emotional Learning Program.</b>  <b>Attitude to School Survey show improvement in the areas of student distress and student morale</b>  <b>Improvement in attendance rates across the school</b>		



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	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.							
<b>IMPROVEMENT INITIATIVE</b>	Building Practice Excellence							
<b>STRATEGIC PLAN TARGETS</b>	<p>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)</p> <p>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 5.6 (Data from the School Portal)</p> <p><b>Student absences Prep – 6 improve from 93% in 2014 to 95% by the end of the Strategic Plan period</b> (Data from the School Portal)</p>							
<b>12 MONTH TARGETS</b>	<p>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)</p> <p>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 5.6 (Data from the School Portal)</p> <p><b>Student absences Prep – 6 improve from 93% in 2014 to 95% by the end of the Strategic Plan period</b> (Data from the School Portal)</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>To develop consistent practice across the school in the delivery of Literacy and Numeracy</b>	Allocate a curriculum day to formally present the documents to staff Use of PLC to develop essential learning Allocate 2 CRT days Peer Observations term 2 and 3 Load the essential learning onto Sentral for use with assessment.	Principal	End of term 3	6 months: Development of the essential learnings in Maths and English ( Reading, Writing)	● ● ●	Staff agreement on the essential learnings		
				12 months: Peer observations undertaken and the reflection sheets complete. This will include focus for 2018		Reflection sheets collated and presented to the staff as a report on teacher learning  Observation rounds commenced	1200	
<b>To implement the Respectful Relationships program by integrating it into our existing Social and Emotional Learning and aligning it with the Social and Emotional capabilities</b>	Audit the Social and Emotional Learning program and merge it with the Respectful Relationship Outcomes to ensure that it is being addressed. In all classrooms	Principal	End Of Term 1	6 months: Program is implemented across the school	● ● ●			
				12 months: A review is undertaken and a report compiled about the success of the implementation	● ● ●	That the report indicates that all areas of the Respectful Relationships is being covered and that there is a consistent approach to implementation across the school.	1170	





# 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 Continuum 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>	Yes	2 - Evolving	
	<b>Curriculum planning and assessment</b>	Yes	2 - Evolving	
	Evidence-based high impact teaching strategies	Yes	2 - Evolving	
	Evaluating impact on learning	Yes	2 - Evolving	
Professional leadership	<b>Building leadership teams</b>	No	1 - Emerging	
	Instructional and shared leadership	Yes	3 - Embedding	
	Strategic resource management	Yes	2 - Evolving	
	Vision, values and culture	Yes	2 - Evolving	
Positive climate for learning	<b>Empowering students and building school pride</b>	Yes	3 - Embedding	
	<b>Setting expectations and promoting inclusion</b>	Yes	2 - Evolving	
	Health and wellbeing	Yes	1 - Emerging	
	Intellectual engagement and self-awareness	No	1 - Emerging	
Community engagement in learning	<b>Building communities</b>	Yes	2 - Evolving	
	Global citizenship	No	1 - Emerging	
	Networks with schools, services and agencies	No	1 - Emerging	
	Parents and carers as partners	Yes	3 - Embedding	
<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>				

