2019 Annual Implementation Plan

for improving student outcomes

Wallington Primary School (3345)

Through Knowledge to Wisdom

Submitted for review by Glen Lauder (School Principal) on 24 December, 2018 at 09:18 AM
Endorsed by Alan Davis (Senior Education Improvement Leader) on 24 December, 2018 at 09:23 AM
Endorsed by Kellie Tobin (School Council President) on 29 March, 2019 at 10:23 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning			
		Empowering students and building school pride	Evolving moving towards Embedding
		Setting expectations and promoting inclusion	Evolving moving towards Embedding
		Health and wellbeing	Evolving moving towards Embedding
		Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning			
		Building communities	Evolving moving towards Embedding
		Global citizenship	Evolving
		Networks with schools, services and agencies	Evolving moving towards Embedding
		Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	Leadership The school's leadership enabled ongoing focus and evaluation of progress against the School Strategic Plan (SSP) and Annual Implementation Plan (AIP) priorities. A literacy leader was appointed to lead whole school approaches to the teaching of reading and writing which enabled improved outcomes in reading and writing. The literacy leader provided ongoing curriculum and instructional leadership. The curriculum committee elaborated a common instructional approach for the teaching of maths, writing and reading with articulated time allocation, structure and language, including the use of learning intentions and success criteria. This enabled shared planning and collaborative practice, with technology being used to share year level planning. Building practice excellence The capacity of staff was built through whole staff professional learning. Staff participated in a range of professional learning activities including participation in externally provided workshops, appointment and use of curriculum leaders, and sharing of professional expertise amongst staff. Common Planning Time Common planning time of one hour per week within the teaching day enabled year level teachers to plan together. This

	enabled a whole school yearly and term by term planning schedule and the opportunity to share assessment, curriculum and teaching practice. Whole school agreed approaches There were whole school approaches in maths, writing, spelling and reading. Professional learning in the use of a maths planning framework, aligned with the Victorian curriculum, enabled a common approach to the teaching of maths, use of a common lesson framework, and common assessment tasks. Recent adoption of Learning Assessment Frameworks for years 3 – 6 had also been implemented. Writer's Notebook and the six traits of writing was implemented across the school. This enabled improved student learning outcomes for writing.
Considerations for 2019	School Performance report
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning outcomes in literacy and numeracy.
Target 1.1	By 2021: • decrease the percentage of students in low growth and increase the percentage of students in high growth. (2017 Baseline Data: **Reading** Low 17% High 22% **Writing** Low 22% High 11% **Numeracy** Low 11% High 44% Panorama Report updated Dec 2017) • to be above the percentage in the top two NAPLAN bands in reading, writing and numeracy at Yr 3 and 5 when compared to similar schools. (2017 Baseline Data: **Reading** Yr3 65% Yr5 42% **Writing** Yr3 61% Yr5 11% **Numeracy** Yr3 39% Yr5 58% Panorama Report updated Dec 2017) • increase staff percentage of collective efficacy and academic emphasis (2017 Baseline Data: **Collective Efficacy** 85% **Academic Emphasis** 76% School Performance Report 2017).
Key Improvement Strategy 1.a Building practice excellence	Develop a consistent lesson structure in mathematics based on evidenced based research that supports explicit instruction and the gradual release of responsibility model
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed an agreed research-based instructional model in reading and writing.
Goal 2	To embed a clearly articulated vision and values that underpin learning and relationships

Target 2.1	By 2021: • improve response in student, parent and staff opinion surveys in relevant variables. see 2017 Attiitude to Schools Survey, Staff Opinion Survey, Parent Opinion Survey • increase percentage response in school improvement in parent opinion survey.
	Student cognitive engagement Percentile High expectations for success 17.1 Student motivation and support 16.6 Stimulating learning environment 2.7 Effective teaching 7.7 2017 Baseline data POS
Key Improvement Strategy 2.a Empowering students and building school pride	Build a whole school community culture based on making the values inherent in the 'School Wide Positive Behaviour Program', explicit for students, staff and parents.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning outcomes in literacy and numeracy.	Yes	By 2021: • decrease the percentage of students in low growth and increase the percentage of students in high growth. (2017 Baseline Data: **Reading** Low 17% High 22% **Writing** Low 22% High 11% **Numeracy** Low 11% High 44% Panorama Report updated Dec 2017) • to be above the percentage in the top two NAPLAN bands in reading, writing and numeracy at Yr 3 and 5 when compared to similar schools. (2017 Baseline Data: **Reading** Yr3 65% Yr5 42% **Writing** Yr3 61% Yr5 11% **Numeracy** Yr3 39% Yr5 58% Panorama Report updated Dec 2017) • increase staff percentage of collective efficacy and academic emphasis (2017 Baseline Data: **Collective**	Increase the percentage of students with high or medium relative learning gain (Years 3 to 5) from 55% to 70%

		Efficacy 85% **Academic Emphasis** 76% School Performance Report 2017).	
To embed a clearly articulated vision and values that underpin learning and relationships	Yes	By 2021: • improve response in student, parent and staff opinion surveys in relevant variables. see 2017 Attiitude to Schools Survey, Staff Opinion Survey, Parent Opinion Survey • increase percentage response in school improvement in parent opinion survey.	Increase the percentage of positive endorsement in Stimulated Learning (Years 4-6) from 54.8% to 75% as measured by the School Performance report

Student cognitive engagement	Percentile
High expectations for success	17.1
Student motivation and support	16.6
Stimulating learning environment	2.7
Effective teaching	7.7

2017 Baseline data POS

Goal 1	Improve student learning outcomes in literacy and numeracy.
12 Month Target 1.1	Increase the percentage of students with high or medium relative learning gain (Years 3 to 5) from 55% to 70%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop a consistent lesson structure in mathematics based on evidenced based research that supports explicit instruction and the gradual release of responsibility model	Yes
KIS 2 Curriculum planning and assessment	Embed an agreed research-based instructional model in reading and writing.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This KIS was selected as student growth in NAPLAN 3-5 has been identified as an area for improvement. Student achievement at Year Tree is strong and growth data suggests that student achievement is not maintained into Year 5.	

Goal 2	To embed a clearly articulated vision and values that underpin learning and relationships
12 Month Target 2.1	Increase the percentage of positive endorsement in Stimulated Learning (Years 4-6) from 54.8% to 75% as measured by the School Performance report

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build a whole school community culture based on making the values inherent in the 'School Wide Positive Behaviour Program', explicit for students, staff and parents.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Significant planning and background work developing a school vision and values was undertaken in 2018. A matrix of values and behaviours have been developed and this now needs to be implemented with students and parents.

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes in literacy and numeracy.
12 Month Target 1.1	Increase the percentage of students with high or medium relative learning gain (Years 3 to 5) from 55% to 70%
KIS 1 Building practice excellence	Develop a consistent lesson structure in mathematics based on evidenced based research that supports explicit instruction and the gradual release of responsibility model
Actions	Integrate high impact teaching strategies into the Wallington instructional model and practice Audit, refine and formalise documentation and implementation of scope and sequence in numeracy Develop staff data literacy Invest in leadership capacity building with a particular focus on distributed leadership Resource evidence based professional learning and strategically align to the school's improvement agenda. Learning specialist appointed and will have a focus on numeracy. Develop and implement peer observation protocols and practices around the teaching of numeracy – both general and discipline specific in focus
Outcomes	STUDENTS: • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding in multiple ways TEACHERS: • demonstrate a deep knowledge of numeracy skills • plan and implement lessons that include 'multiple exposures' to new knowledge • provide opportunities for students to record and present concepts to peers in multiple ways • conduct conferences to support students to discuss their progress and identify their next learning goal LEADERS • provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks • support staff through professional learning and coaching conversations to deepen their understanding of the development of numeracy skills in students

Success Indicators	NAPLAN Growth Data Maturity Matrix Pedagogical Model				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
HITS are integrated into the Wallington instructional model as observed in the instructional model and teacher practice		☑ All Staff ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Published documentation of scope and sequence in numeracy. Teacher planners and practice to show integration of scope and sequences.		☑ All Staff ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
School improvement team established and meeting schedule reflects school priorities		☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Goal 2	To embed a clearly articulated vision and values that underpin learning and relationships				
12 Month Target 2.1	Increase the percentage of positive endorsement in Stimulated Learning (Years 4-6) from 54.8% to 75% as measured by the School Performance report				
KIS 1 Empowering students and building school pride	Build a whole school community culture based on making the values inherent in the 'School Wide Positive Behaviour Program', explicit for students, staff and parents.				

Actions	Begin implementing a whole school approach to school wide positive behaviour Embed vision and values in all practices and processes Introduce and embed "behaviour matrix" based on values
Outcomes	Staff mindset to reward positive behaviour is critical
Success Indicators	Improvement in ATSS data, specifically stimulating learning, sense of confidence and positive endorsement of managing bullying

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Primary prevention; School and classroom-wide systems for all students, staff and settings (approximately 80% of students) Review SWPD Team Communicate values with community Embed and review behaviour matrix	☑ Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$2,000.00	0.00
Additional Equity funding	$8,000.00	$8,000.00
Grand Total	$10,000.00	$8,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Primary prevention; School and classroom-wide systems for all students, staff and settings (approximately 80% of students) Review SWPD Team Communicate values with community Embed and review behaviour matrix	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$2,000.00	
Totals			$2,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Student Wellbeing Support	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$8,000.00	$8,000.00

Totals	$8,000.00	$8,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
HITS are integrated into the Wallington instructional model as observed in the instructional model and teacher practice	☑ All Staff ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ Learning Specialist	☑ On-site
Published documentation of scope and sequence in numeracy. Teacher planners and practice to show integration of scope and sequences.	☑ All Staff ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Demonstration lessons	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Learning Specialist	☑ On-site
Primary prevention; School and classroom-wide systems for all students, staff and settings (approximately 80% of students) Review SWPD Team Communicate values with community Embed and review behaviour matrix	☑ Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site