Annual Implementation Plan: for Improving Student Outcomes

School name: Winchelsea Primary School

Year: 2017

School number: 2015

Based on strategic plan: 2016-2019

Endorsement:

Principal Karen Turner   November 2016

Senior Education Improvement Leader Brendan Bush   [date]

School council Greg Leeson   November 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
1. To ensure all students achieve high levels of learning and make at least expected growth in learning every calendar year.   2. To develop and implement a consistent, whole school Instructional Model that actively engages all students in their learning.   3. To recognise and respond effectively to the individual well-being and needs of every student.   4. To ensure that the school's resources are used effectively to achieve School Strategic Plan goals.

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:
2015 School Review highlighted the below focus areas for improvement and in 2016 these initiatives formed the basis of our AIP to improve student outcomes.   We will continue to focus on these areas in 2017   **Achievement:**   ❖ To build a guaranteed and viable curriculum   ❖ To build a whole school approach to using evidence and inform practice   ❖ To build the capacity of every teacher   **Engagement:**   ❖ Teachers need to know and understand high expectations   ❖ Students to build ownership of their learning, set goals and be challenged   ❖ Implementation of a whole school instructional model   **Wellbeing:**   ❖ To ensure continued high levels of wellbeing for every students   ❖ The building of strong family/school relationships with strong communication practices

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❖ To improve the Year 6 -7 transition practices

Productivity:
- ❖ To allocate resources to ensure the SSP goals are achieved
- ❖ To build the whole school as one professional learning community
- ❖ To build leadership across the school

Resources to be allocated to ensure the effectiveness of the improvement areas are maximised – the aim is to build staff capacity, to drive positive change and to improve student outcomes.

Equity Funding $50,000:
1. Literacy Support Program in 2017 – to improve student learning outcomes in Reading of identified students in Years 1-6
2. External Provider – to work with the 2017 Leadership Team and staff to build teacher capacity and to support the school to develop an agreed WPS Instructional Practice that will drive change

Data:

Writing: data remains steady but there are limited students in the top bands for NAPLAN and Teacher Judgements

Numeracy: data indicates this is an area that needs to remain a focus

Reading: data indicates our greatest strength – need to focus on the effective strategies we have in place so they can be transferred across other areas

Key improvement strategies (KIS)	
Improvement initiative:	**Key improvement strategies (KIS)**
Building practice excellence	Develop and implement a Winchelsea Primary School Instructional Model that sets agreed standards and expectations for teaching and learning Build the whole school as one professional learning community Build teacher capacity and approaches to using data and assessment to inform practice
Curriculum planning and assessment	Develop and implement a Guaranteed, Viable and sequential P-6 curriculum in Mathematics and English aligned with the Victorian Curriculum To improve student learning outcomes by providing a Literacy Intervention Program for identified students in Reading

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 not 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.

STRATEGIC PLAN GOALS	To ensure all students achieve high levels of learning and make at least expected growth in learning every calendar year. Develop and implement a Guaranteed, Viable and sequential P-6 curriculum in Mathematics and English aligned with the Victorian Curriculum
IMPROVEMENT INITIATIVE	Curriculum Planning and assessment
STRATEGIC PLAN TARGETS	**NAPLAN Yr. 3 to Yr. 5** • For school actual performance in NAPLAN to match or exceed state average in Reading (2016: State 512 – School 465), Numeracy (2016: State 504 – School 457), Spelling (2016: State 499 – School 439), Writing (2016: State 491 – School 439) and Grammar and Punctuation (2016: State 510 – School 429), • For 80% of students to achieve a relative learning growth of medium or high from Year 3 to 5 in Reading, Numeracy, Spelling, Writing and Grammar and Punctuation • Increase the % of students achieving high growth from 5% to 25% in Writing – 2016: increased from 5% to 15%
12 MONTH TARGETS	**Victorian Curriculum** Every student deemed capable to achieve at least 1.0 Victorian Curriculum level learning growth in English and Mathematics in 2017. **NAPLAN Yr. 3 to Yr. 5** • Reading 65% of students to achieve learning growth of medium to high from Year 3 to 5 – (2016: 62%) • Numeracy 45% of students to achieve learning growth of medium to high from Year 3 to 5 (2016: 40%) • Spelling 55% of students to achieve learning growth of medium to high from Year 3 to 5 (2016: 53%) • Writing 60% of students to achieve learning growth of medium to high from Year 3 to 5 (2016: 58%) • Grammar and Punctuation 50% of students achieve learning growth of medium to high from Year 3 to 5 (2016: 48%) • Writing 20% of students to achieve high learning growth from Year 3 to 5 (2016: 15%)

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop and implement a Guaranteed, Viable and sequential P-6 curriculum in Mathematics	• Winchelsea, Birregurra and Deans Marsh primary schools to develop and document a *Guaranteed and Viable Curriculum* in English using the Victorian Curriculum by providing collegiate 'working sessions' throughout 2017	Lead by the principal. All teaching staff in their teams	End of Term 3 2017	6 months: • *Reading and Viewing* Guaranteed and Viable Curriculum documentation completed by the End of Term 1. *Writing* commenced and completed by the end of Term 2 • Teacher weekly, term and yearly programs reflecting the Guaranteed and Viable Curriculum in *Reading and Viewing, Writing, Number & Algebra, Statistics and Probability*	🟢	• Reading and Viewing completed during Semester 1. • Not continuing with Writing or Speaking and Listening – 3 schools felt it would not be necessary as the Vic Curriculum is already prioritised • Weekly Work programs reflecting G&V		

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and English aligned with the Victorian Curriculum	• Whole Staff PLC lead by the 2017 English and Mathematics Coordinators to set the expectations to implement the *Guaranteed and Viable Curriculum* in English and Mathematics • Further PD sessions on the Victorian Curriculum as needed	PLC English and Maths Coordinators		• Teacher Tracker used by all teaching staff to record *Reading and Viewing, Writing, Number & Algebra, Statistics and Probability* student achievement • The agreed Semester 1 expectations to implement the *Guaranteed and Viable Curriculum* in English and Maths are met by all staff • Semester 1 student achievement recorded on the Teacher Tracker	🟢	• Teacher Tracker used by all staff • Semester 1 Student Achievement recorded on Teacher Tracker • Monitored each term by Principal and Teaching & Learning Teacher	
				12 months: • *Reading and Viewing, Writing, Speaking and Listening* Guaranteed and Viable Curriculum documentation completed by the end of Term 4 • Teacher weekly, term and yearly programs reflecting the Guaranteed and Viable Curriculum in *Reading and Viewing, Writing, Speaking and Listening, Number & Algebra, Statistics and Probability* • Teacher Tracker used by all teaching staff to record *Reading and Viewing, Writing, Speaking and Listening, Number & Algebra, Statistics and Probability* student achievement • The agreed Semester 2 expectations to implement the *Guaranteed and Viable Curriculum* in English and Maths are being met by all staff • Semester 2 student achievement recorded on the Teacher Tracker • Set targets met	🔴 🟡 🟢		

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STRATEGIC PLAN GOALS	To develop and implement a consistent, whole school Instructional Model that actively engages all students in their learning.
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	**NAPLAN Yr. 3 to Yr. 5** • For school actual performance in NAPLAN to match or exceed state average in Reading (2016: State 512 – School 465), Numeracy (2016: State 504 – School 457), Spelling (2016: State 499 – School 439), Writing (2016: State 491 – School 439) and Grammar and Punctuation (2016: State 510 – School 429), • For 80% of students to achieve a relative learning growth of medium or high from Year 3 to 5 in Reading, Numeracy, Spelling, Writing and Grammar and Punctuation • Increase the % of students achieving high growth from 5% to 25% in Writing – 2016: increased from 5% to 15%

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| 12 MONTH TARGETS | **Victorian Curriculum**
Every student deemed capable to achieve at least 1.0 Victorian Curriculum level learning growth in English and Mathematics in 2017.

NAPLAN Yr. 3 to Yr. 5
• Reading   65% of students to achieve learning growth of medium to high from Year 3 to 5 – (2016: 62%)
• Numeracy   45% of students to achieve learning growth of medium to high from Year 3 to 5 (2016: 40%)
• Spelling   55% of students to achieve learning growth of medium to high from Year 3 to 5 (2016: 53%)
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• Writing   20% of students to achieve high learning growth from Year 3 to 5 (2016: 15%) |

12 MONTH TARGETS

Victorian Curriculum

Every student deemed capable to achieve at least 1.0 Victorian Curriculum level learning growth in English and Mathematics in 2017.

NAPLAN Yr. 3 to Yr. 5

- Reading   65% of students to achieve learning growth of medium to high from Year 3 to 5 – (2016: 62%)
- Numeracy   45% of students to achieve learning growth of medium to high from Year 3 to 5 (2016: 40%)
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- Writing   20% of students to achieve high learning growth from Year 3 to 5 (2016: 15%)

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD

Develop and implement a Winchelsea Primary School Instructional Model that sets agreed standards and expectations for teaching and learning	• Ensure Staff are supported to implement the agreed and documented 9 strategies (*Classroom Instruction that work – Dean, Hubbell, Pitler, Stone*):
	  1. Setting Objectives and Providing Feedback
	  2. Reinforcing Effort and Providing Recognition
	  3. Cooperative Learning
	  4. Cues, questions and advance organisers
	  5. Non-linguistic representations
	  6. Summarising and note taking
	  7. Assigning homework and providing practice
	  8. Identifying similarities and differences
	  9. Generating and testing hypotheses
	
	• Learning Environment Teams (LET) to continue working on our WPS Instructional Model – next 6 strategies developed and documented over Semester 1
	
	• Provide professional readings to support the Instructional Model using the: "Classroom Instruction that Works – research strategies for increasing student achievement" Dean/Hubbell/Pitler/Stone
			End of Term 1 – first 3 strategies implemented
			
			End of Term 2 – second 3 strategies implemented
			
			End of Term 3 – third 3 strategies implemented
			
			Reference book used throughout the year
				<u>6 months:</u>
				Classroom observations by the principal conducted to ensure the consistent implementation of the next 3 strategies as indicated in the teachers' weekly planner that meet the agreed LET (Learning Environment Team) expectations.
				<u>Term 1</u>
				  ✦ Setting Objectives and Providing Feedback
				  ✦ Reinforcing Effort and Providing Recognition
				  ✦ Cooperative Learning
				
				Classroom observations by the principal conducted to ensure the consistent implementation of the next 3 strategies as indicated in the teachers' weekly planner that meet the agreed LET expectations.
				<u>Term 2</u>
				  ✦ Cues, questions and advance organisers
				  ✦ Non-linguistic representations
				  ✦ Summarising and note taking
				  ✦ Expectations set by the LETs adhered to by staff: documented in work programs
				
				<u>12 months:</u>
				Classroom observations by the principal conducted to ensure the consistent implementation of the next 3 strategies as indicated in the teachers' weekly planner that meet the agreed LET expectations.
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					🔴 🟡 🟢
						• All 6 Strategies have been intensely analysed and presented to staff during PLC meetings by the Learning Environment Teams (LET)
						• Staff indicate in their work programs where and how the strategies are being taught, developed and implemented
						• Principal and Teaching and Learning Teacher monitor the implementation of the strategies
						• NAPLAN Data not available to date		

			Ongoing	Term 3			

	• PLCs will drive the agreed expectations of best teaching practices that will be seen in every classroom – documentation will be developed to ensure implementation occurs in every classroom			↓ Assigning homework and providing practice
				     ↓ Identifying similarities and differences
				     ↓ Generating and testing hypotheses
				
				• Classroom observations to implement all the agreed strategies in every classroom during the year
				• Expectations set by the LETs adhered to by staff: documented in work programs			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To ensure all students achieve high levels of learning and make at least expected growth in learning every calendar year. To ensure that the school's resources are used effectively to achieve School Strategic Plan goals.
IMPROVEMENT INITIATIVE	2017 Equity Funding - $49,000
STRATEGIC PLAN TARGETS	Every student deemed capable to demonstrate at least 1.0 Victorian Curriculum level learning growth in English and Mathematics throughout the course of the Strategic Plan
12 MONTH TARGETS	Every student deemed capable to demonstrate at least 1.0 Victorian Curriculum level learning growth in English and Mathematics in 2017

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
To implement a Literacy Intervention Program for identified students in Reading (Equity funding) to improve student learning outcomes	Employ 0.5 Literacy Intervention teacher to work individually and in small groups with identified children All data and intervention to be stored on Google Docs for teachers to access Progress reports sent home each semester or when students exit the program	Heather Wainewright	Terms 1-4	6 months: • Data to show individual targets, as identified by the Literacy Support teacher, are met (Assessment Tools: Running Records, Magic Words, Observation Survey, NAPLAN questions, SPAT) • Progress reports sent home • Google docs used to store all documentation	🟢	• All data is recorded on Google Docs • Assessment tools are used by the Literacy Support Teacher as indicated • Principal and Literacy Support Teacher discussions at least fortnightly re student growth and effectiveness of the program • Progress report included in Semester 1 student reports	$49,000	
				12 months: • Data to show individual targets, as identified by the Literacy Support teacher, are met (Running Records, Magic Words, as assessment tools) • Progress reports sent home each term • Google docs used to store all documentation	🔴🟡🟢			

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Section 4: Annual Self-Evaluation

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	**Building practice excellence**	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.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	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	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	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	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**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]

Next Steps: