

2016 Annual Implementation Plan: for Improving Student Outcomes

3709



Wantirna Primary School

Endorsements

2016

Based on Strategic Plan 2016-2019

Endorsement by School Principal	 Signed Name: Sue Fergeus Date: 31/3/2016
Endorsement by School Council	 Signed: Name: Hamish Smith Date: 31/3/2016
Endorsement by Senior Advisor	 Signed: Name: Coralee Pratt Date: 31 March 2016

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

Priority	Initiatives
learning	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	
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	✓

Initiatives Rationale:	
<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>Wantirna Primary School completed a Peer Review on October 8th, 2015. The recommendations included the goal to significantly improve student performance across all curriculum areas. Our focus for our new Strategic Plan is to support the ongoing development of data literacy with our classroom teachers in order to use data to inform the teaching and learning program. Over the next three years we will embed a consistent instructional model in both Literacy and Numeracy. Another suggestion was to engage key stakeholders in the school and wider community to develop the perception of the school as a school of choice.</p>	
Key Improvement Strategies (KIS)	
<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>	
Initiative:	KIS
Curriculum Planning and Assessment	<ul style="list-style-type: none"> To develop an assessment schedule and incorporate tools which provide data to inform the teaching and learning program To use data to differentiate the curriculum to ensure teaching to the point of need To ensure the teaching and learning program is aligned with the Victorian Curriculum
Building Communities	<ul style="list-style-type: none"> To provide opportunities for parents to engage both formally and informally in the school environment To develop networks with local schools, services and agencies to provide opportunities for our students and to promote Wantirna Primary School

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																																					
Goals	To develop a consistent approach to the teaching and learning program	Targets	To improve student results in NAPLAN to be above the State Mean in Reading, Writing and Number To improve student results according to teacher judgement against AusVELS/Victorian Curriculum to indicate 12 months growth in Reading, Writing and Number & Algebra.																																																																		
	To maximise the growth of all students in literacy and numeracy through the provision of a high quality inclusive curriculum To build a culture of ambition and achievement based on high expectations for all students	12 month targets	For students to demonstrate 12 months growth in Literacy and Numeracy as determined by SWST (Single Word Spelling Test), DMT (Diagnostic Maths Test) Assessment and PROBE 2 Reading Assessment NAPLAN Results in Relative Growth will show an increase in students achieving High Growth and a decrease in the students receiving Medium and Low Growth. The proportion of students assessed by teachers as being at or beyond the expected level (A, B, or C) over the preceding three year average to increase by at least 5 % in 2016																																																																		
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Reading</th> <th>Reading</th> <th>Writing</th> <th>Writing</th> <th>Number</th> <th>Number</th> </tr> <tr> <th></th> <th>2013-2015</th> <th>2016</th> <th>2013-2015</th> <th>2016</th> <th>2013-2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>85%</td> <td style="color: red;">88%</td> <td>94%</td> <td style="color: red;">99%</td> <td>99%</td> <td style="color: red;">100%</td> </tr> <tr> <td>Year 1</td> <td>94%</td> <td style="color: red;">99%</td> <td>96%</td> <td style="color: red;">100%</td> <td>96%</td> <td style="color: red;">100%</td> </tr> <tr> <td>Year 2</td> <td>97%</td> <td style="color: red;">100%</td> <td>97%</td> <td style="color: red;">100%</td> <td>98%</td> <td style="color: red;">100%</td> </tr> <tr> <td>Year 3</td> <td>94%</td> <td style="color: red;">99%</td> <td>89%</td> <td style="color: red;">94%</td> <td>94%</td> <td style="color: red;">100%</td> </tr> <tr> <td>Year 4</td> <td>94%</td> <td style="color: red;">100%</td> <td>86%</td> <td style="color: red;">91%</td> <td>94%</td> <td style="color: red;">99%</td> </tr> <tr> <td>Year 5</td> <td>94%</td> <td style="color: red;">99%</td> <td>94%</td> <td style="color: red;">99%</td> <td>94%</td> <td style="color: red;">99%</td> </tr> <tr> <td>Year 6</td> <td>85%</td> <td style="color: red;">90%</td> <td>81%</td> <td style="color: red;">86%</td> <td>84%</td> <td style="color: red;">89%</td> </tr> </tbody> </table>						Reading	Reading	Writing	Writing	Number	Number		2013-2015	2016	2013-2015	2016	2013-2015	2016	F	85%	88%	94%	99%	99%	100%	Year 1	94%	99%	96%	100%	96%	100%	Year 2	97%	100%	97%	100%	98%	100%	Year 3	94%	99%	89%	94%	94%	100%	Year 4	94%	100%	86%	91%	94%	99%	Year 5	94%	99%	94%	99%	94%	99%	Year 6	85%	90%	81%	86%	84%	89%
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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																																																																
Provide professional development which builds teachers' capacity to implement a consistent approach to the teaching of Literacy and Numeracy in order to improve student outcomes	Fortnightly agenda items for professional learning including at team meetings to focus on data analysis of the assessment tools chosen from the following including the following: <i>SWST, PROBE, DMT</i>	Incorporate professional learning opportunities into staff meeting agendas and team meeting agendas. A weekly focus on the teaching and learning component in team meeting agendas.	Principal/Team Leaders	2016	All staff have a clear understanding of how to analyse the assessment tools which are a component of the Wantirna Primary School May and November Assessment Schedule.																																																																
Establish a consistent collection of student achievement data as per the whole school assessment	To develop an assessment schedule which incorporates tools that provide date to inform the teaching and learning program Weekly team planning meetings demonstrating evidence of differentiation to ensure teaching at the point of need (as per data analysis)	Team leaders to forward meeting minutes to the Principal, individual teachers to upload their weekly programs to the principal.	Principal/Team Leaders/Individual Staff Members	2016	Evidence of data analysis prevalent in classroom program through differentiation. Like ability and mixed ability groups identified and catered for in Numeracy, Writing and Reading. Weekly class program demonstrates focus groups and identifies areas of remediation or extension. All staff collect baseline/mid-year/end of year data and enter it onto the Wantirna Primary School Spreadsheets by the end of each May/November assessment period.																																																																

<p>schedule</p> <p>Build teachers' capacity to analyse data to inform the teaching and learning program</p>					
<p>Build teachers' capacity to use data to differentiate the curriculum to ensure teaching is directed to the point of need</p>	<p>Develop an agreed upon and understanding of a teaching model for Reading, Writing and Spelling inclusive of the Victorian Curriculum that will be used by all staff.</p>	<p>Scheduled Professional Learning for current initiatives:</p> <ul style="list-style-type: none"> • CAFÉ Reading • Writing • THRASS <p>Network PD, Coaching (internal and external facilitators)</p>	<p>Principal and Team Leaders</p>	<p>2016 -</p>	<p>All staff attend Professional Learning related to CAFÉ, Writing and THRASS.</p> <p>Consistent use of planning documents which reflect the Victorian Curriculum and the Reading, Writing initiatives and make explicit links to assessment.</p>
	<p>The inclusion of Learning Intentions and Success Criteria in weekly class programs and visible in classrooms</p>	<p>Team planning meetings will focus on the inclusion of a weekly Learning Intention for Literacy and Numeracy.</p>	<p>Team Leaders/classroom teachers</p>	<p>2016</p>	<p>Learning Intentions and Success Criteria will be included in the work program and displayed in the classroom.</p> <p>Students will be familiar with the Learning Intentions and Success Criteria.</p> <p>The ATTSS results in Learning Confidence will demonstrate a mean factor score above 4.00.</p>
<p>Provide professional development which builds teachers' capacity to align the teaching and learning program with the Victorian Curriculum</p>	<p>Planning documentation for English and Mathematics will reflect The Victorian Curriculum</p> <p>A shift will be made towards an Inquiry Learning Approach and develop an agreed upon Scope and Sequence which incorporates the Victorian Curriculum.</p> <p>Develop a structured Science Program F-6</p>	<p>Develop a two year cycle - Units of Inquiry which cover the Victorian Curriculum in Humanities, Science and Technologies Curriculum.</p> <p>Teams plan for Science lessons covering the key understandings in Biological Science, Chemical Science, Earth and Space Science and Physical Science.</p>	<p>Principal/Team Leaders/Classroom teachers</p>	<p>2016</p>	<p>Staff will familiarise themselves with the English and Mathematics Victorian Curriculum and begin implementation in 2016 as evidenced in planning documentation</p> <p>A two year cycle of units of inquiry will reflect vertical and horizontal alignment of curriculum in Humanities and Technologies</p> <p>All staff will teach a minimum of 5 lessons per term related to one of the key areas of science consisting of an introductory session, 3 related lessons and a reflection/assessment lesson.</p>

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To develop a stimulating learning environment which challenges students in their learning and fosters high expectations To provide an engaging and student centred curriculum To incorporate meaningful opportunities for student voice	Targets	To improve the results of all factors in the Attitudes to School Survey for the Parent Opinion Survey and the Staff Opinion Survey. To increase the number of parents who participate in school events.		
		12 month targets	To improve the results in the Attitudes to School Survey Classroom Behaviour and Learning Confidence to be a mean factor score above 4.00 To improve the results in the Parent Opinion Survey, School Improvement, Teacher Morale, Parent Input, Behaviour Management, Reporting and Transitions to be over the 25 percentile To improve the results of the Staff Opinion Survey for all items to be above 50% To increase the number of parents who participate in school events (Learning Expo, Harmony Day, Open Days, Parent Information Nights, Parent/Teacher Interviews, Working Bees, Fundraising Events, Twilight Sports)		
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
Design an Inquiry Based Approach to deepen students understanding and increase active involvement in learning Develop a strong instructional model and strategic approach across the school that supports consistent teaching practice	Develop an Inquiry teaching Approach which facilitates personalised learning and differentiation to meet individual students' needs	Staff will collaborate to produce 'Throughlines' and Units of Work which are reflective of the Humanities, Technologies and incorporating the Capabilities from the Victorian Curriculum.	Team Leaders/Classroom teachers	2016	By the end of each term the 'Throughline' for the next term will be determined and an Inquiry Unit planned for each class. At the end of each term, prior knowledge and understandings will be investigated to assist for forward planning for the next Inquiry Unit
Enhance the opportunities for student led initiatives across the school	Conduct a student leadership training day Raise the profile of student leaders and develop their leadership skills over the course of the year	Invite local schools (eg: Knox Central, Bayswater PS, Carrington PS, Boronia West PS) to participate in a leadership training day with Wantima PS Incorporate student leadership items regularly in the Newsletter and at Assembly Encourage student leaders initiatives around the school	Principal and Year 6 teacher	2016	Student leaders skills will be developed as a result of the training day More student led projects will be evident across the school as a result of the Student Leadership Training Day Students will create opportunities for themselves and others within the school to showcase their learning, ideas and interests
Raise community awareness of and	To establish a more active home/school partnership in student	Design a schedule of community events to engage parents in school life and ensure	Principal/Classroom teachers	2016	The results in the Attitudes to School Survey for Classroom Behaviour and Learning Confidence will be a mean factor score

<p>encourage involvement in student learning activities</p> <p>Increase the level of parent participation in school based events</p>	<p>learning</p>	<p>effective communication of these events via the Newsletter, Assembly, Tiqbiz, notices, Information Board</p> <p>Implement activities during Education Week which involve parents in their child's learning</p> <p>Provide Parent Information Nights to ensure effective communication of the expectations of the school year</p> <p>Initiate Parent Forums and surveys to gather feedback from the community</p>			<p>above 4.00</p> <p>The approval rate will be above 25 percentile in all domains of the Parent Opinion Survey.</p> <p>The results of the Staff Opinion Survey for Trust in Students and Parents and Parent and Community Involvement, will be above 50%</p> <p>An increase in parent attendance and participation in school-based events will be evident</p>
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Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To enhance the wellbeing of all students in the school	Targets	To improve the results of all factors in the Attitudes to School Survey for the Parent Opinion Survey and the Staff Opinion Survey.		
		12 month targets	To improve the results in the Attitudes to School Survey Classroom Behaviour, Connectedness to Peers, Student Safety, to be a mean factor score above 5.00 To improve the results in the Parent Opinion Survey for Behaviour Management, Transitions, and Student Safety to be over the 50th percentile To improve the results of the Staff Opinion Survey for Trust in Students and Parents and Shielding and Buffering to be above 75%		
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
<p>Effectively use Student Wellbeing data such as ATTS to address the learning needs of all students</p> <p>Review and continue to implement the 'Way To Go At Wantirna' Program at the beginning of each school year</p> <p>Implement the Tribes Program and reinforce the CARE values of the school throughout F-6</p> <p>Employ an agreed upon whole school approach to student well being to ensure a safe and secure learning environment</p> <p>Facilitate successful transitions from preschool into the school, between year levels within</p>	<p>Develop an F-6 plan for the implementation of Tribes</p> <p>Incorporate the CARE values into the Term 1 'Way To Go At Wantirna' – starting the new school year program</p> <p>The establishment of a folder for students on the PSD program which includes an 'Individual Student Profile'. This folder will also contain the IEP and specific or alternative activities/lessons/focus areas for the teacher and ES staff member to contribute.</p> <p>To designate one staff meeting in Term 4 or Term 1 to allow staff to discuss and share information about the students for the following year</p>	<p>Tribes sessions and CARE values will be incorporated into the weekly class program.</p> <p>Develop a 7-10 day program entitled 'Way To Go At Wantirna' which staff commit to implementing at the start of the school year.</p> <p>Develop a whole school approach to Classroom and Playground Behaviour Management to address the ATSS</p>	Classroom teachers	2016	<p>The evidence of common language being used by staff, students and parents in relation to Tribes and the CARE values</p> <p>Tribes lessons being incorporated into weekly class planning</p> <p>Visible evidence – posters, students' work, displays around the school</p> <p>Items at assembly which promote Student Well Being</p> <p>Student articles in the newsletter highlighting Tribes, CARE values and Buddy Activities</p> <p>Published documents outlining Classroom and Playground Behaviour Expectations at WPS which are signed by parents and students</p> <p>Playground incidents are monitored and documented</p>

the school, in particular from Year 2-3 and from Year 6 to Secondary College					
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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	<p>To increase the capacity of the school to function as a strategic organisation through planning, allocating and sharing resources to maximise a successful teaching and learning program.</p> <p>To engage key stakeholders in the school and wider community to develop the perception of Wantirna PS as the school of choice</p> <p>To develop a plan to improve the infrastructure and resources for ICT F-6</p>		Targets	<p>To implement a clear line of sight between the SSP, AIP and staff PDPs</p> <p>To utilise a variety of marketing strategies to raise the profile of WPS in the local community</p> <p>To improve the results of all factors for the Parent Opinion Survey and the Staff Opinion Survey.</p>	
	12 month targets	<p>To ensure that SMART goals in PDPs demonstrate the intention to support SSP and AIP goals and targets</p> <p>To improve the results in the Parent Opinion Survey for School Improvement, Reporting, and General Satisfaction to be above the 50th percentile</p> <p>To improve the results of the Staff Opinion Survey for Collective Efficacy, Academic Emphasis, Teacher Collaboration and Guaranteed and Viable Curriculum to be above 75%</p>			
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
<p>Use all resources effectively to target the school priorities</p> <p>Improve community involvement and parent input to increase awareness of the quality teaching and learning program</p> <p>Increase parent involvement in school improvement via School Council, Parent Surveys, Whole School events, P/T interviews etc</p> <p>Continue to</p>	<p>Develop a 'Marketing Plan' which is based around specific events and targets different community groups.</p> <p>Provide Parent Forums and Information Nights early in 2016 for existing and prospective new families</p> <p>Improve the visibility of the school to passing traffic and new families moving into the area</p> <p>Provide an engaging and attractive website which promotes the WPS brand</p>	<p>Improve communication with the school and broader community</p> <p>Visit kindergartens, pre-schools, child care centres and maternal and child health centres early in Term 2, 2016 to provide information about WPS</p> <p>Investigate opportunities eg: advertisement with Philip Webb Real Estate Company (via a Foundation Parent) for promotional boards outside the school</p> <p>Promote existing community events at WPS (eg: Harmony Day, Education Week) and highlight new opportunities (eg: Learning Expo, Family Maths/Science Night)</p> <p>Update Real Estate boards to reflect the new branding</p> <p>Replace permanent signage with new photographs</p> <p>Update the school website at least once per fortnight to reflect student achievement,</p>	<p>Principal/Marketing and Promotions Sub-Committee of School Council</p> <p>ICT Leader</p>	<p>2016-</p>	<p>Increased interest from new families coming for school tours</p> <p>Enrolment for Foundation 2017 to be at least 15 students</p> <p>Enrolment across the school to be at least 5% of the current enrolment</p> <p>To improve the results in the Parent Opinion Survey for School Improvement and General Satisfaction to be above the 50th percentile</p>

<p>review and implement the 'Fly Into Foundation' Transition Program to maximise the attendance of future students</p> <p>Develop an Early Learning Program which involves families and enables them to become familiar with the school prior to pre-school</p>		<p>wellbeing and engagement</p>			
<p>To provide structures and resources to implement the Excellence In Teaching and Learning Initiative</p> <p>Investigate support systems and funding opportunities to increase ICT capabilities at Wantirna PS</p>	<p>Use meeting time effectively to facilitate professional learning</p> <p>To provide Numeracy Extension classes weekly to each grade</p> <p>To alter the Reporting to Parents schedule to provide more timely feedback which facilitates increased communication and the improvement of the home/school partnership</p>	<p>Invite teachers from neighbouring schools to share knowledge and experiences in CAFÉ and Writers Notebook and initiate school visits for WPS staff to local schools</p> <p>Actively pursue outside sources of funding such as Bendigo Bank Community Grants</p> <p>The Principal will be timetabled to take 6 groups for 45 minutes per session each week.</p> <p>Provide a Parent Information Night in mid-February</p> <p>Provide a Parent/Teacher Interview at the end of Term 1</p> <p>A written report will be issued at the end of Term 2</p> <p>Parent-Teacher interviews will be scheduled for mid-Term 3</p> <p>Families will be provided with a written report at the end of Term 4</p>	<p>Principal/Team Leaders</p> <p>Principal</p>	<p>2016-</p>	<p>The Staff Opinion Survey will demonstrate improvement in results for Collective Efficacy, Academic Emphasis, Teacher Collaboration and Guaranteed and Viable Curriculum to be above 75%</p> <p>To improve the Parent Opinion Survey for School Improvement and General Satisfaction to be above the 50th percentile</p> <p>To improve the student results for those achieving A or B in Teacher Judgement against AusVELS/ Victorian Curriculum</p> <p>To improve the results in the Parent Opinion Survey for Reporting to be above the 50th percentile</p>

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	