

Annual Implementation Plan: for Improving Student Outcomes

School name: Wyndham Park Primary School

Year: 2017

School number: 5540

Based on strategic plan: 2016-2019

Endorsement:

Principal Mr Laban Toose

6th March 2017

Senior Education Improvement Leader Ms Helen Hobley

6th March 2017

School council Ms Jelica Gale

6th March 2017

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
<ul style="list-style-type: none"> To create a Professional Learning Community Culture To Improve the learning growth of every student in English and Mathematics To create a supportive learning community which nurtures the social and emotional development of all students. To Increase community involvement in achieving the schools vision

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:
<p>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.</p> <p>The SWR High Reliability Framework by Marzano, Warrick and Simms has been used by the school principal team to guide strategic planning. In 2017, the school will be guided by level 1, 2 & 3 of the framework. Specifically:</p> <p>Level 1 – reimplementation/review/refocus on the DuFour PLC model</p> <p>Level 2 – Staff P&D program supported by coaching, Collegiate visits and learning walks</p> <p>Level 3 – Guaranteed and Viable curriculum – Victorian Curriculum Essential Standards and Proficiency Scales, Assessment and Reporting policy/schedule</p> <p>The challenges of continuously changing demographics of student enrolments, including high proportions of refugee and Language Background other than English (LBOTE), student school readiness, and high levels of transience will be addressed in a variety of ways that will enable the school to create a supportive learning community which nurtures the social and emotional development of all students. It is strongly believed that by Improving the school's capacity to address school engagement of all students so that they can achieve their personal and social potential will maximise student learning.</p> <p>To create a professional learning community culture through A professional learning community culture focusing on building teams and developing the capacity of leaders will assist in achieving the goals and targets in the new Strategic Plan.</p> <p>To improve the learning growth of every student in English and Mathematics by Developing the capacity of staff to implement the school improvement strategies in the new Strategic Plan will assist in achieving the goals and targets in the new Strategic Plan.</p> <p>Developing curriculum planning, assessment and instructional practice that will maximise the learning for all students.</p>



The Leading teachers work as instructional coaches in the learning communities, leading planning, assessment, PLT action research and individual coaching for all teachers. Our schools strategic goals are to improve Literacy and Numeracy P-6 and to personalize learning through the use of data to inform teaching practice, the G.A.N.A.G instructional model and the Jeni Wilson Inquiry Model. Together these pedagogical strategies have had a significant impact on curriculum delivery aimed at improving student learning outcomes.

Our ongoing commitment to the WSCH has resulted in the establishment of a powerful “Community of Practice” with Manor Lakes P-12 College and Our Lady of the Southern Cross Catholic School. This partnership has helped all schools involved to further develop their capacity to engage with the wider community and provide student centred civics programs for both parents and students.

Future work focuses include the implementation of the Berry Street Trauma Informed Education Model, and a focus on developing our capacity to cater for our ever increasing English as an Additional Language community and further building students’ intercultural understandings. Other professional learning focus areas include building professional practice in teaching through student centred coaching and building on and improving our collaborative professional learning community.

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)
Building practice excellence	<ul style="list-style-type: none"> • Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. • Embed the instructional model so that it is consistently implemented by all staff • Build teachers understanding that all teachers are teachers of English and Mathematics
Curriculum planning and assessment	<ul style="list-style-type: none"> • Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. • Build teacher capacity to utilise data and a range of assessment strategies to teach to student’s point of learning. • Develop a guaranteed and viable curriculum that responds to our student’s needs.



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.

STRATEGIC PLAN GOALS		To Improve the learning growth of every student in English and Mathematics						
IMPROVEMENT INITIATIVE		Building Practice Excellence						
STRATEGIC PLAN TARGETS		Student Attitudes to School Data – Increased Scores <ul style="list-style-type: none"> Increase the measure of Stimulating Learning from 4.39 (2016) to 4.6 (2019) or better Increase the measure of Teacher Effectiveness from 4.53 (2016) to 4.75 (2019) or better 						
12 MONTH TARGETS		NAPLAN <ul style="list-style-type: none"> Increase the percentage of students achieving in the top two bands in Year 3 NAPLAN Reading from 20% to 23% Increase the percentage of students achieving in the top two bands in Year 5 NAPLAN Reading from 10% to 13% Teacher Professional Judgements <ul style="list-style-type: none"> By the end of 2017, there will be a minimum of 6% increase in students achieving an A or B in teacher judgements in the Victorian Curriculum area of Reading and Viewing. By the end of 2017, there will be a minimum of 6% increase in students achieving an A or B in teacher judgements in all areas of Mathematics in the Victorian Curriculum. By the end of 2017, there will be a minimum of 6% increase in students achieving an A or B in teacher judgements in all areas of Science (years 3-6) in the Victorian Curriculum. Student Opinion Survey <ul style="list-style-type: none"> Increase the measure of Stimulating Learning from 4.39 (2016) to 4.48 or better. Increase the measure of Teacher effectiveness from 4.53 (2016) to 4.61 or better 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.	Alignment of performance and development plans for all staff with the Strategic Plan and AIP.	All Staff		6 months: <ul style="list-style-type: none"> School Based Professional Learning schedule established and updated regularly Mid cycle review completed with clear line of sight to the AIP. A3 overview created for the Action Research Model PLTs are supported by the Leading Teachers to use the Du Fours/Evidence Based Professional Learning Cycle based Action research model. Teachers are confident in using the WPPS Inquiry Planner Leading teacher establishing coaching support across all learning communities 	● ● ●			
	Continue to build a culture of professional learning through coaching, feedback, Professional Learning Teams and targeted professional development.	Leadership team Leading Teachers All Staff						
	Establish the Du Fours and Evidence Based Professional Learning Cycle based action research model	All Staff		12 months: <ul style="list-style-type: none"> Evidence of job imbedded Professional Learning with a particular focus on goals set in the PDP Evidence of active participation by all staff in the coaching process at WPPS PLT are independently completing the Action Research cycle with support as required. Teachers are using the WPPS Inquiry model and planner effectively. All teachers actively engaged with Inquiry Coaching lead by the Inquiry Leading teacher 	● ● ●			
	Jeni Wilson approach to Inquiry is embedded F-6 (\$20,000)	Leading Teacher - Inquiry						
	Teachers use the WPPS Inquiry Framework and Planning document created in 2016, to inform the planning and teaching Inquiry	All teachers						
	Continue to work with Jeni Wilson as a critical friend to guide further implementation of the Inquiry Model (\$20,000)	Leadership team						



				<ul style="list-style-type: none"> Annual review of planning documents and meeting minutes shows consistent evidence of collaborative planning of Inquiry and consideration to student voice. 				
Embed the instructional model so that it is consistently implemented by all staff	Continue to work to effectively implement the GANAG Instructional Model introduced in 2015	Leadership team	All teachers	6 months: <ul style="list-style-type: none"> Professional learning for all staff in using the GANAG framework. Learning Intention and Success Criteria displayed for all lessons from Foundation – Year 6 GANAG is evident in planning documentation All staff familiar with the GANAG A3 curriculum overview Learning Walks by leadership team conducted to observe the GANAG framework 	● ● ●			
				12 months: <ul style="list-style-type: none"> Instructional Model is understood by all teaching staff and is used effectively as a framework for planning and teaching Learning Walks data and feedback used to inform the Professional Learning Schedule and feedback to staff. 	● ● ●			
Build teachers understanding that all teachers are teachers of English and Mathematics (\$20,000 English & \$20,000 Mathematics)	Teachers use data at a cohort level rather than at an individual class level, to inform their planning and teaching and actions within the PLT action research cycle	All teachers Leading Teachers	All Teachers Leading Teachers	6 months: <ul style="list-style-type: none"> Teachers are consistently and collaboratively following the Assessment Schedule to collect and analyse cohort data PLT are collaboratively planning using the WPPS Victorian Curriculum Framework, with support from Leading Teachers. Whole school specialist timetable structured to allow 2 hour blocks for effective PLT conversations, which is reflected in meeting minutes. A consistent approach to writing proficiency scales has been established; via the ETLC and PCLC. All teachers have identified a minimum of 3 students 'at level' and are working towards raising their achievement levels to be B or above. 	● ● ●			
	Teachers use the WPPS Victorian Curriculum Framework created in 2016, to inform the planning and teaching of English and Mathematics across all learning communities.	PCLC and ETLC		12 months: <ul style="list-style-type: none"> Teachers are routinely using SPA and SPA Markbook to create, access and analyse data Annual review of planning documents and meeting minutes shows consistent evidence of collaborative planning using cohort level achievement data. A consistent approach to writing proficiency scales has been established via the ETLC and PCLC ; trialled and reviewed. All teachers have evidence of improvement in the curriculum outcomes for the identified students. 	● ● ●			
	Proficiency scales established to support the implementation of the English and Mathematics program.	All Teachers Classroom Based ES						
	Teachers to use English and Mathematics data to target student achievement levels in the cohort they teach.							



Section 2: Improvement Initiatives

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STRATEGIC PLAN TARGETS		To increase the percentage of students achieving in the top two bands in NAPLAN in Reading, Writing and Number																																				
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12 MONTH TARGETS		<p>NAPLAN</p> <ul style="list-style-type: none"> Increase the percentage of students achieving in the top two bands in Year 3 NAPLAN Reading from 25% (2016) to 32%(2017) Increase the percentage of students achieving in the top two bands in Year 5 NAPLAN Reading from 9%(2016) to 13%(2017) <p>Teacher Professional Judgements</p> <ul style="list-style-type: none"> By the end of 2017, there will be a minimum of 6% increase in students achieving an A or B in teacher judgements in the Victorian Curriculum area of Reading and Viewing. By the end of 2017, there will be a minimum of 6% increase in students achieving an A or B in teacher judgements in all areas of Mathematics in the Victorian Curriculum. By the end of 2017, there will be a minimum of 6% increase in students achieving an A or B in teacher judgements in all areas of Science (years 3-6) in the Victorian Curriculum. 																																				
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[Drafting Note] report here the KIS from the	[Drafting Note] report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note] report here the	[Drafting Note] report	6 months: [Drafting Note] report here the tangible markers or indicators of success reflecting observable	● ● ●	[Drafting Note] report here the quantifiable school and student outcomes and/or qualitative information																																



previous summary page]		person responsible]	here the timeframe for completion]	changes in practice, behaviour, and measures of progress]		about the change in practice]		
				12 months:	● ● ●			
Build teacher capacity to utilise data and a range of assessment strategies to teach to student's point of learning. (\$40,000 Professional Development) (\$40,000 for CRT's to support professional learning)	Development of the revised WPPS reporting process including student portfolios	All Teachers		6 months:	● ● ●			
	Establishment of a consistent approach to teaching reading using the CAFÉ model– Year 1-4 (\$7,000)	All Teachers		<ul style="list-style-type: none"> Investigated a range of reporting method/s through liaison with key stake holders (teachers, parents and students) Teachers in Year 1-4 set up CAFÉ menu in classrooms, using Digital Pensive to collect data of student learning and use this to inform teaching. Teachers in Foundation, 1 and 2 use data from EOI, SPAT R to inform teaching and learning. All staff to participate in Professional Learning around conferencing. ES have undertaken Sound Check PL Sound Check Phonological Awareness Program has commenced 				
	Establishment of a consistent approach to using Maths Daily 3 – Year 3-4			12 months:	● ● ●			
	Establishment of a consistent approach to using Maths Daily 3 – Year 3-4			<ul style="list-style-type: none"> All teaching staff participated in Professional Learning regarding reporting methods. Revised reporting method/s implemented Evidence in planners and coaching conversations of teachers in Year 1-4 set up CAFÉ menu in classrooms, using Digital Pensive to collect data of student learning and use this to inform teaching. Evidence of consistent conference conversations that focus on individual goal setting and student learning in all curriculum areas. 				
	Inquiry assessment to direct planning and student learning							
	Establishment of a consistent approach to conferencing and goal in all areas of the curriculum	All Teachers and Classroom based ES						
	Intervention							
	<ul style="list-style-type: none"> Develop new programs to include in the SSTT as guided by OT (\$22,000) & Speech Pathologist (20,000) Develop and monitor success of all SSTT interventions Explore/investigate HRS options for improved classroom accountability (2018) 							
Develop a guaranteed and viable curriculum that responds to our student's needs.	Teachers use the WPPS Victorian Curriculum, Frameworks documents, ABLES, EAL Continuum and BSEM; to inform the planning and teaching across all learning communities. (EAL \$20,000) (BSEM \$20,000)	All Teachers		6 months:	● ● ●			
	Guaranteed and Viable Curriculum (\$35,000) is evident through the creation and use of Proficiency scales.	PCLC and ETLC All Teachers Working Parties		<ul style="list-style-type: none"> Establishment of a EAL teacher role Professional learning for staff to gain a deeper understanding and use the Victorian Curriculum documents, ABLES, EAL Continuum and BSEM. Curriculum mapping to establish how Respectful Relationship fits with BSEM A consistent approach to writing proficiency scales has been established; via the ETLC and PCLC. Year 3 to 6 students participated in an 'Hour of Code' Year 3 to 4 students used the We Do 2.0 Robotics Program Year 5 to 6 students used the EV3 MindStorm Robotics program 10 local school have participated in an 'Hour of Code' and EV3 MindStorm robotics introduction event. Bike Education resources have been finalised including storage Physical Education teacher is accredited as a Bike 				
	Robotics Program	Year 3-6 staff						
	<ul style="list-style-type: none"> Further development of a successful and engaging EV3 MindStorm Robotics program Years 5-6 Develop network partnerships Continued implementation and expansion to include Years 3 and 4 and local network school 							
	Bike Ed (Pilot)	P.E teacher						
	<ul style="list-style-type: none"> Develop a Bike Education program for 5/6 LC (Term 3) Review Bike Education Program to investigate possible implementation at 3/4LC in 2018 	Physical Education						



		Teacher & Assistant Principal		<p>Education Instructor</p> <p>12 months:</p> <ul style="list-style-type: none"> Teachers are using the Victorian Curriculum documents, ABLES, EAL Continuum and BSEM effectively. Annual review of planning documents and meeting minutes shows consistent evidence of collaborative planning Victorian Curriculum documents, ABLES, EAL Continuum and BSEM effectively. A consistent approach to writing proficiency scales has been established via the ETLC and PCLC, trialled and reviewed. All BSEM Units have been sequentially planned/modified (F-6), documented and implemented. Year 3 to 6 students actively participated in the WPPS Robotics programs A team of Year 5 to 6 students and local schools participated in the First Lego League competition as a local and state level. Bike Education program implemented in 5/6 Review Bike Education Program to investigate possible implementation at 3/4LC in 2018 	● ● ●			
Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.	Teachers triangulate data to inform planning and targeted teaching	Leadership team All Teachers		<p>6 months:</p> <ul style="list-style-type: none"> Evidence of triangulation of data to inform planning and targeted teaching to students point of need Evidence of differentiation in weekly planners (extension and support) 	● ● ●			
				<p>12 months:</p> <ul style="list-style-type: none"> Annual review of planning documents and meeting minutes shows consistent evidence of collaborative planning to use cohort level achievement data. 	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To create a Professional Learning Community Culture To create a supportive learning community which nurtures the social and emotional development of all students. To Increase community involvement in achieving the schools vision
OTHER IMPROVEMENT MODEL DIMENSIONS	<p>Professional Leadership</p> <ul style="list-style-type: none"> Building Leadership teams Vision Values and Culture <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Setting expectations and promoting inclusion Empowering students and building school pride <p>Community engagement in learning</p> <ul style="list-style-type: none"> Parents and carers as partners Networks with Schools, Services and Agencies
STRATEGIC PLAN TARGETS	<p>Staff Opinion Data – Increased Scores</p> <ol style="list-style-type: none"> Increase the percentage of positive responses in the Collective Efficacy measure from 34% (2016) to 48% or greater Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 39% (2016) to 50% or Greater <p>Staff Opinion Survey - Decreased Scores</p> <p>Decrease the percentage of Not Positive responses in the Collective Efficacy measure from 16% (2016) to 5% (2019)</p> <p>Decrease the percentage of Not Positive responses in the measure Teacher Collaboration from 19% (2016) to 5% in (2019)</p> <p>Decrease the percentage of Not Positive responses in the measure Staff Trust in Colleagues from 11% (2016) to 5% in (2019)</p> <p>Increase the percentage of Positive responses in the measure Shielding & Buffering from 27% (2016) to 40% in (2019)</p> <p>Student Attitudes to School Data – Increased Scores</p> <ol style="list-style-type: none"> Increase the measure of Connectedness to Peers from 4.09 (2016) to 4.29 (2019) or better Increase the measure of Classroom Behaviour from 3.31 (2016) to 3.67 (2019) or better Increase the measure of Student Distress from 5.58 (2016) to 5.85 (2019) or better <p>Student Attendance Data – Decreased Scores</p> <p>Decrease the Absence days for FTE from 17.0 (2016) to 12.0 (2019) or Better</p> <p>Parent Opinion Survey – Increased Scores</p> <ol style="list-style-type: none"> Increase the measure of General Satisfaction from 30.6 (2016) to 47 (2019) or better <p>Staff Opinion Survey – Improve the Percentage Endorsement</p> <ol style="list-style-type: none"> Increase the measure of Parent & Community Involvement from 62.86 (2016) to 67.15 (2019) or better
12 MONTH TARGETS	<p>Staff Opinion Data – Increased Scores</p> <ol style="list-style-type: none"> Increase the percentage of positive responses in the Collective Efficacy measure from 34% (2016) to 40% or greater Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 39% (2016) to 44% or Greater <p>Staff Opinion Survey - Decreased Scores</p> <p>Decrease the percentage of Not Positive responses in the Collective Efficacy measure from 16% (2016) to 12% (2017)</p>



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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
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Building Leadership Teams – Build effective teams and leadership capacity	<ul style="list-style-type: none"> • Adjust the meeting schedule to allow Leadership team to meet weekly (Wednesday 3.30-4.30pm) • Leadership team to enrol & Participate in the Bastow “Coaching for Leadership Teams” Program (\$20,000) • Learning Community Leaders to be supported by Assistant Learning Community Leaders (new role in 2017) • Assistant learning Community Leaders to participate in the Bastow “Inspire – Local Leaders course in 2017 or equivalent PL • Leadership PLT to build skills in leading and guiding school improvement: SIT Team 	<p>All Staff</p> <p>Leadership Team</p> <p>SIT Team including ES rep</p>		<p>6 months:</p> <ul style="list-style-type: none"> • School Leadership team meeting weekly and minutes of these meeting published on Intranet • Leadership team participating in the first 30 hrs PD in the “Coaching for Leadership teams” program @ Bastow • Assistant Learning Community Leader Role established and filled via EOI and Roles and Responsibility process • Assistant Learning Community Leaders trained to run Instructional Observations process • Leadership PLT has completed first stage of Coaching for Leadership Teams Bastow course and SIT Team elected 	● ● ●			
				<p>12 months:</p> <ul style="list-style-type: none"> • School leadership team completed the Bastow “coaching for Leadership teams” Program @ Bastow Institute • Assistant Learning Community Leaders completed the “Inspire – Local Leaders” program @ Bastow or equivalent program • Assistant Learning Community Leaders facilitating 	● ● ●			



				<p>the Instructional Observations process</p> <ul style="list-style-type: none"> SIT Team directing Action Teams engaged in improvement activities Leadership Team have participated in 1:1 Coaching program 				
Establishing a PLT learning cycle.	<ul style="list-style-type: none"> All PLT's to establish team norms and expectations All PLT's to develop their own meeting agenda and minutes using the meeting master Template All PLT's to participate in ongoing Action research within the PLT meeting cycle All PLT's to establish collaborative assessment & planning processes that rely upon mutual accountability 	All Staff		<p>6 months:</p> <ul style="list-style-type: none"> A3 overviews for PLT's and Action Research have been created, introduced and understood by all staff. All teams have completed at least 2 full action research cycles including end of term whole staff celebrations 	● ● ●			
				<p>12 months:</p> <ul style="list-style-type: none"> All PLT's are routinely using the action research cycle to analyse cohort data and plan for self guided professional learning. All staff routinely refer to and rely upon team norms and mutual accountability to work collaboratively within PLT's to facilitate assessment and planning for their cohorts 	● ● ●			
Create a whole school culture of feedback, accountability and collective responsibility.	<ul style="list-style-type: none"> All staff participate in day 1 curriculum day PL focused upon the Dufour PLC process All staff created PDP goals for 2017 P&D cycle Team norms, protocols and meeting purposes established for all PLT's across the school All staff participating in coaching, Learning walks and Instructional Observations Staff will collaboratively assess students in their cohort and collaboratively plan teaching and learning via the PLT process Develop effective PLCs and productive teams that work collaboratively 	All Staff		<p>6 months:</p> <ul style="list-style-type: none"> All PLT's have team norms and expectations and these team Norms & expectations have been published in the team agenda's and minutes All staff have created PDP goals that are aligned with the school AIP Leading Teachers are a actively engaged in coaching programs across the school with teachers Instructional Observations are being routinely conducted via the specialist timetable Learning Walks have been conducted at least 2 times (classroom non negotiables and GANAG) Planning documents reflect collaboration and mutual accountability 	● ● ●			
				<p>12 months:</p> <ul style="list-style-type: none"> All staff successfully completed the 2017 PDP cycle Leading Teachers are a actively engaged in coaching programs across the school with teachers Instructional Observations are being routinely conducted via the specialist timetable Learning Walks have been conducted at least 4 times as a result of action research outcomes within PLT's Planning documents reflect collaboration and mutual accountability 	● ● ●			
Build a sustainable school culture in which trust, vision and ownership are	<ul style="list-style-type: none"> Du Four PLC process to be implemented throughout the school. School Vision and Values to be promoted across the school and throughout the wider community 	All Staff		<p>6 months:</p> <ul style="list-style-type: none"> All staff can articulate the Du Four Process with the help of the A3 overview documentation All staff can identify the school Vision and Values 	● ● ●			



prevalent.				within the school Strategic Plan			
				12 months: <ul style="list-style-type: none"> All staff can articulate the PLC process and give examples of how they actively participate in the process All staff can articulate the school Vision and Values and give examples of how the promote these throughout the school and within the wider community 	● ● ●		
Strengthen our capacity to build relationships with the broader community by partnering (\$10,000)	<ul style="list-style-type: none"> Participation in the ongoing Smith Family Partnership/Community Hub Participation in the Kids as Catalyst Program Participation in the Ardoch Literacy and Numeracy Buddies Program Participation in the ACU Meet the Professor Program Participation in the Visual Feasts Creations and Build Your Own Adventure Increase after school and weekend opportunities in the Hub 	Community Hub Coordinator PTLC ETLC B&S teacher		6 months: <ul style="list-style-type: none"> Years 5 and 6 students have participated in BYOA Kids ad Catalyst Program commenced Ardoch Literacy and Numerary Buddies mentors visited the school and regular exchanges occurred between school and mentors Meet the Professor excursion undertaken with parents Community Hub Calendar showed increased after school and weekend opportunities 	● ● ●		
				12 months: <ul style="list-style-type: none"> BYOA with Year 5 and 6 students completed and evaluated Kids ad Catalyst Program and Community actions completed Ardoch Literacy and Numerary Buddies work place visited completed. Meet the Professor excursion undertaken with parents Community Hub Calendar showed increased after school and weekend opportunities 	● ● ●		
Build the capacity of our students to identify, understand and control their emotions	BSEM/SWPBS (\$20,000) <ul style="list-style-type: none"> Maintain PLT Data cycles and use data to inform targeted planning and intervention (Prevent/Teach/Reinforce) Review Proactive Process Build teacher capacity in classroom management eg. Identifying 'micro moments' Re-launch Positive Postcards Improved logging of achievement data Implement a F-6 Buddy Program Develop consistent understanding of Bullying & Harassment Policy Procedures/Restorative PL 	PCLC sub committee Art Teacher Assistant Principal Wellbeing Team		6 months: <ul style="list-style-type: none"> BSEM training completed, staff familiar with curriculum content and ES familiar with BSEM strategies New set of WPPS Positive Postcards in use (Xuno>Achievement data) all staff are sending these regularly 	● ● ●		
				12 months: <ul style="list-style-type: none"> Newly developed process for responding to behavioural incidents all staff familiar with process and using on a daily basis/incorporates BSEM vocab Decreased Learning Community (classroom incident) data (XUNO) Successful Buddy program implemented/documentated positively impacting SEW data and Attitudes to School Data Consistent use of restorative conferencing across the school BSEM strategies and curriculum embedded into daily practice 	● ● ●		
Develop and implement strategies to involve parents and carers as partners in learning	Parent Engagement (\$10,000) <ul style="list-style-type: none"> Build parent capacity in understanding importance of positive routines at home to improve learning outcomes Introduce parent portal information sessions, explore webinar possibilities Creation of the Parent Computer Hub (to view and print ILP's) 	PCLC sub committee		6 months: <ul style="list-style-type: none"> Completed at least two well attended parent information sessions 	● ● ●		
				12 months: <ul style="list-style-type: none"> Increased numbers of parents accessing Parent Portal (Xuno data) Collaboratively developed a Home Matrix based on our school values (Improved Parent Opinion Data) Parent Portal readily accessed at the school Office (to print 	● ● ●		



				ILP's)				
Build the capacity of our students to be resilient, socially responsible and respectful in their relationships (\$10,000)	Student voice and leadership <ul style="list-style-type: none"> Develop & refine the use of student self-evaluation, feedback, goalsetting strategies for all students Embed the practice of giving students effective feedback Respond to 2016 Attitudes to School Survey Data by creating social opportunities to build peer connectedness Develop and refine student leadership roles and responsibilities 	All Staff Grade 34 & 56 LC Community Hub Coordinator Leadership Team		6 months: <ul style="list-style-type: none"> All student leaders participated in Leadership development program (Kids Thrive) 	● ● ●			
				12 months: <ul style="list-style-type: none"> Students involved in setting and monitoring learning goals and Individual Learning Plan SMART goals Developed and implemented a 5/6 LC Social/Team Building activities schedule (Improved Attitudes to school /SEW data) Raised profile of WPPS student Leaders across the school (running assembly, leading school tours, running welcome morning tea events) 	● ● ●			
Improved student attendance	Attendance: <ul style="list-style-type: none"> Continue to upgrade the school communication strategy to give parents and carers more flexibility in reporting absences. <ul style="list-style-type: none"> Parent portal Update-Ed phone app School Website Review the attendance procedures Continued implementation of the attendance rewards programs Continue partnership with Werribee Support and Housing, IPC workers (\$10,000) 	Leadership Team Wellbeing Team		6 months: <ul style="list-style-type: none"> Updated Attendance Procedure Flowchart Attendance mascot program implemented and mascot named. 	● ● ●			
				12 months: <ul style="list-style-type: none"> Consistent implementation of the WPPS Attendance Procedures Improved student attendance and reduced unexplained absence data 	● ● ●			
Strengthen our capacity to build relationships with the broader Community by partnering	Healthy Together Program <ul style="list-style-type: none"> 3/4 Learning Community (Active Kids Program) Continue to work towards accreditation in the Healthy Together Program 	PCLC 34 LC PE teacher PCLC		6 months: <ul style="list-style-type: none"> Updated the Healthy Together online accreditation portal 4 priority areas addressed and completed 	● ● ●			
				12 months: <ul style="list-style-type: none"> 8 priority areas addressed and completed Application for Healthy Together accreditation submitted. 	● ● ●			
	eLearning planning and policy development <ul style="list-style-type: none"> Completion of the ICT planning tool (eLearning \$68,000) Staff to completed the Epotential survey Develop plan and provide PL to all staff Completion of the Esmart accreditation Funding allocated to support ELearning planning and policy development 	ETLC sub committee ICT technician (ES)		6 months: <ul style="list-style-type: none"> ICT committee established ICT committee attended the ICT planning workshop to commence the ICT online planning tool All staff completed the Epotential survey Update of the Esmart accreditation All Years 6 completed Cyberbullying workshop 	● ● ●			
				12 months: <ul style="list-style-type: none"> Esmart accreditation All ICT related policies reviewed, updated and endorsed by school council Budget to include ICT funding for 2018 	● ● ●			
	Transition Program (whole school) <ul style="list-style-type: none"> Review transition program. 			6 months: <ul style="list-style-type: none"> Established Transitions Coordinator role Established Transitions team 	● ● ●			



	<ul style="list-style-type: none"> • Work in partnership with Smith Family and Wyndham Council Best Start Program (Community Connections) to establish partnerships with local service providers K-F transition (\$10,000) • Develop and document efficient transition procedures: <ul style="list-style-type: none"> ➤ K-F ➤ F-6 ➤ 6-7 • Refine & Develop effective enrolment procedures 	Transition Coordinator Transition Team EAL coordinator Office Team		<ul style="list-style-type: none"> • Principal chair of Best Start group and coordinator of Community Connections • Expanded the enrolment process to include transitions and EAL coordinator 				
				12 months: <ul style="list-style-type: none"> • Documented transition program • Participation in the Wyndham Learning Festival • Participation in the Wyndham Transitions program Year 6 to 7 	● ● ●			



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 Continua 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	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]				
Considerations for 2018:				

