

2016 Annual Implementation Plan: for Improving Student Outcomes

Wyndham Park Primary School

Based on Strategic Plan 2013 - 2016

Endorsements

Endorsement by School Principal	Signed..... Name: Laban Toose Date : 18 th April 2016
Endorsement by School Council	Signed..... Name : Jelica Gale Date : 18 th April 2016
Endorsement by Senior Advisor	Signed..... Name : Helen Hobley Date : 18 th April 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	<p>Building practice excellence: Teachers, principals and schools will work together</p> <p>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</p>
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	<p>Empowering students and building school pride: Schools will develop approaches that give students a greater say</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
Community engagement in learning	Building communities: Schools will strengthen their capacity to build 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>WPPS has selected the Building Practice Excellence, Curriculum Planning & Assessment, and Setting expectations and Promoting Inclusion initiatives for 2016. These initiatives were selected first and foremost after an in depth review of the 2015 school data, and staff review of the 2015 Annual Implementation Plan. The following is a summary of these reviews.</p> <p>Staff survey Core Component results for 2016 show that Collective Efficacy (66%), Academic success (64%), and Teacher collaboration (64%) are improved but remain well below the state average.</p> <p>The 2015 Student Survey data - Factor Mean Score: for Classroom behaviour (3.22), Connectedness to peers (4.04), student distress (5.43), and learning confidence (3.63) are slightly below that of state and have either slightly dropped or plateaued in the 3 year trend analysis</p> <p>2015 Parent Survey results show that Learning Focus (15.4), Extra Curricula (37.2), Social Skills (11.2), and Connectedness to Peers (28.1) components have all dropped significantly.</p> <p>2015 NAPLAN – Year 3 – 5 relative growth data in Reading indicates that 43.75% of students have shown low growth compared to that of the state. Additionally only 41% of students in year 3 reading have achieved results in the top 3 bands of NAPLAN. The national benchmark for year 3 is band 3. In the Numeracy School Summary Reports for Year 5 NAPLAN data indicates that only 37% of students in year 5 Numeracy have achieved results in the top 3 bands of NAPLAN. The national benchmark for year 3 is band 3. In Year 5 reading on 28% of students have achieved results in the top three bands, additionally only 32% of students have achieved results in the top 3 bands of Numeracy.</p> <p>In Year 3 reading 4 year trend analysis 14% of students recorded results in band 1. While this is a 10% improvement on 2014 results it is still 2% higher than the 2012 results. Similarly in year 3 numeracy 14% of students recorded results in band 1 which represents a 1% improvement on 2014 results but a 5% increase on 2012 outcomes. Year 5 trend analysis for reading is positive and a 3% decrease of students in band 1 from the 2014 results and a 13% decrease of students in band 1 since 2012. Trend results for year 5 numeracy are also showing a reduction of students in band 1 with on 5% in 2105 compared to 9% in 2014 and 20% in 2012.</p> <p>Relative growth for year 5 reading has shown that in 2015 44% of students showed low growth. This is a 15% increase on 2014 and an 8% increase on 2012. Year 5 numeracy relative growth shows that 28% of students showed low growth which is a 1% increase on 2014 and a 4% decrease on 2012 results.</p> <p>Staff review of 2015 AIP – Transition, Curriculum Planning, GANAG, Inquiry, assessment and reporting, attendance, EAL, extension & intervention were highlighted as areas for improvement or further work in 2015</p> <p>Local Context</p> <p>In 2015 the school implemented the following programs:</p> <p>G.A.N.A.G Instructional Model supported by the Marzano High yield strategies (Classroom Instruction that Works)</p> <p>Wyndham Council “Healthy Together Program” accreditation</p> <p>eSmart Accreditation</p> <p>Safe Schools Hub</p>

Additionally staff undertook the staff performance and development program including the Education Support Staff P&D pilot.

School Council endorsed the reestablishment of a school library.

Investigations were undertaken into the feasibility of introducing the Berry Street Model in 2016 and modifying the Student Support Timetable to allow for increased in class support for teachers with students on the PSD program.

The meeting schedule has been modified for 2016 to allow for greater access to collaborative Professional Learning teams functioning under the DuFour Professional Learning Community framework.

An Inquiry Learning Model has been implemented in 2015 and continued mentoring and coaching by Jeni Wilson is planned for 2016. To support this work a third Leading Teacher position will be advertised.

Finally the school leadership team has been developing the middle level leadership profile.

The SWR High Reliability Framework by Marzano, Warrick and Simms has been used by the school principal team to guide strategic planning. In 2016, the school will be focusing on level 1,2 & 3 for the framework. Specifically:

Level 1 – reimplementation/review/refocus on the DuFour PLC model

Level 2 – Staff P&D program supported by coaching, Collegiate visits and learning walks

Level 3 – Guaranteed and Viable curriculum – Victorian Curriculum Essential Standards and Proficiency Scales

- Assessment and Reporting policy/schedule

Key Improvement Strategies (KIS)

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.

Initiative:	KIS
Building Practice Excellence	<ul style="list-style-type: none"> • Build content and pedagogy knowledge and capacity through professional learning teams and professional learning. • Develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to student and staff
Curriculum planning and assessment	<ul style="list-style-type: none"> • Build a culture of curriculum planning and assessing the impact of learning programs, and adjusting them to suit individual student needs so that students can reach their potential. • Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions.
Setting expectations and Promoting Inclusion	<ul style="list-style-type: none"> • Implement a whole school approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations. • Strengthen understanding of engagement practices, positive behaviour supports and intervention programs.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																											
Goals	<ul style="list-style-type: none"> Build content and pedagogy knowledge and capacity through professional learning teams and professional learning. Develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to student and staff Build a culture of curriculum planning and assessing the impact of learning programs, and adjusting them to suit individual student needs, so that students can reach their potential. Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions. 																																										
Targets	<ul style="list-style-type: none"> than the expected rate of growth according to the required standards and measures used in assessments carried out including: <ul style="list-style-type: none"> English Online: Deemed capable students <ul style="list-style-type: none"> Year Prep -100% of students at or above EOI 4 Year One – 100% of students at or above EOI 4 Year Two – 100% of students at or above EOI 4 <p>NAPLAN: Reading and Number</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td></td> <td>All students to be at or above Band 3</td> <td>All students to be at or above Band 3</td> </tr> <tr> <td></td> <td>25% or more in Bands 5 & 6</td> <td>25% or more above Bands 5 & 6</td> </tr> <tr> <td></td> <td>All students to be above Band 5</td> <td>All students to be above Band 5</td> </tr> <tr> <td></td> <td>25% or more in Bands 7 & 8</td> <td>25% or more in Bands 7 & 8</td> </tr> </tbody> </table> <p>On Demand Testing: Reading and Number</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td></td> <td>All students to be at or above Band 3</td> <td>All students to be at or above Band 3</td> </tr> <tr> <td></td> <td>25% or more in Bands 5 & 6</td> <td>25% or more above Bands 5 & 6</td> </tr> <tr> <td></td> <td>All students to be above Band 5</td> <td>All students to be above Band 5</td> </tr> <tr> <td></td> <td>25% or more in Bands 7 & 8</td> <td>25% or more in Bands 7 & 8</td> </tr> </tbody> </table> <p>VELS Teacher Judgments: Reading and Number: All students demonstrate growth of a minimum of .4 growth in Reading Writing and Mathematics based on their data at the end of each school year. This will contribute to achieving the following:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td></td> <td>100% at or above 2.00</td> <td>100% at or above 2.00</td> </tr> <tr> <td></td> <td>100% at or above 3.00</td> <td>100% at or above 3.00</td> </tr> <tr> <td></td> <td>100% at or above 4.00</td> <td>100% at or above 4.00</td> </tr> </tbody> </table>		Reading	Number		All students to be at or above Band 3	All students to be at or above Band 3		25% or more in Bands 5 & 6	25% or more above Bands 5 & 6		All students to be above Band 5	All students to be above Band 5		25% or more in Bands 7 & 8	25% or more in Bands 7 & 8		Reading	Number		All students to be at or above Band 3	All students to be at or above Band 3		25% or more in Bands 5 & 6	25% or more above Bands 5 & 6		All students to be above Band 5	All students to be above Band 5		25% or more in Bands 7 & 8	25% or more in Bands 7 & 8		Reading	Number		100% at or above 2.00	100% at or above 2.00		100% at or above 3.00	100% at or above 3.00		100% at or above 4.00	100% at or above 4.00
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Based on Students "Deemed Capable"

12 month targets

NAPLAN Growth - 25% low, 50% medium and 25 % high growth for Reading, Writing and Number in Years 3,5

AusVELS - 1.0 Years growth for all students in all subject areas.

Fountas and Pinnell – Reading: 60% of students reading at or above benchmark

PAT Assessment – Reading, Mathematics 60% of students at or above the expected benchmark

Attitudes to School Survey Year 5 - 6

	5/6
Learning Confidence	4.10
Teacher Effectiveness	4.60
Student Motivation	4.70

		Factor Mean Score			
		2013	2014	2015	
School	Secondary Order Factor	Factor Name			
	Student Relationships	Classroom Behaviour	3.61	3.81	3.22
		Connectedness to Peers	4.53	4.38	4.04
		Student Safety	4.40	4.51	4.27
	Wellbeing	Student Distress	6.07	6.08	5.43
		Student Morale	6.24	6.02	5.49
	Teaching and Learning	Learning Confidence	4.29	4.16	3.83
		School Connectedness	4.64	4.59	4.35
		Stimulating Learning	4.24	4.20	4.26
		Student Motivation	4.58	4.69	4.50
		Teacher Effectiveness	4.38	4.35	4.46
	Teacher Empathy	4.60	4.52	4.44	

Staff Opinion Survey

Academic Emphasis	74.98%
G&V Curriculum	83.20%
Collective focus on student learning	88.64%

		Component Mean Score - Whole School		Component Mean Score - Prin/Teach	
Component		2014	2015	2014	2015
Your School	Collective efficacy	59.71	66.00	62.33	68.53
	Collective responsibility	76.81	78.02	81.33	82.93
	Academic emphasis	61.18	64.98	63.33	66.50
	Trust in students and parents	59.21	63.32	59.32	66.32
	Staff trust in colleagues	73.01	71.38	74.45	74.89
	Teacher collaboration	68.84	64.00	71.20	66.56
	Parent and community involvement	60.14	67.15	59.33	71.60
	Collective focus on student learning	78.68	78.64	84.75	85.45
	Guaranteed and viable curriculum	74.74	73.20	77.67	75.35
	Shielding/Buffering	60.00	61.39	62.22	64.06
	Overall score	65.79	68.43	67.87	71.43

Parent Opinion Survey

Learning Focus	30
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Parent Opinion Survey - Percentile by Factor by School Type - Trend Analysis - 2015 - Wyndham Park Primary School (5540)

School means plotted as percentage ranks against School Type means

	2015		2014		2013	
	Percentile	Percentile	Percentile	Percentile	Percentile	Percentile
School Climate						
School Improvement	61.9	64.8	57.8	56.0	46.8	46.8
Approachability	58.9	57.8	57.8	46.8	46.8	46.8
Teacher Morale	56.7	53.7	56.4	56.4	56.4	56.4
Parent Input	84.2	86.7	85.1	85.1	85.1	85.1
Stimulating Learning	52.7	54.1	67.3	67.3	67.3	67.3
Behaviour Management	61.8	66.8	74.3	74.3	74.3	74.3
Reporting	90.1	88.5	89.3	89.3	89.3	89.3
Learning Focus	55.2	17.5	15.4	15.4	15.4	15.4
Teachers	53.9	45.7	54.2	54.2	54.2	54.2
Extra-Curricula	66.1	81.8	37.2	37.2	37.2	37.2
Homework	81.4	69.6	46.5	46.5	46.5	46.5
General Satisfaction	28.1	13.6	47.8	47.8	47.8	47.8
Student Behaviour						
Student Safety *	27.9	14.7	66.5	66.5	66.5	66.5
Classroom Behaviour *	47.2	42.1	74.1	74.1	74.1	74.1
Student Engagement						
Connectedness to Peers	43.8	45.7	26.1	26.1	26.1	26.1
Student Motivation	68.0	31.3	44.1	44.1	44.1	44.1
Social Skills	33.2	15.0	11.2	11.2	11.2	11.2
School Connectedness	73.7	15.3	33.1	33.1	33.1	33.1

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
<ul style="list-style-type: none"> Continue to build a culture of professional learning through coaching, feedback, Professional Learning Teams and targeted professional development. Develop a documented Guaranteed and Viable Curriculum for Literacy, Numeracy and Inquiry across the school. Build the capacity of all staff to effectively collect, analyse and respond to evidence of student learning on an ongoing basis. Further develop the capacity of Professional Learning Teams to reduce variability between classes so all staff are monitoring and tracking student learning and implementing timely interventions. 	<p>Effective Teaching in Every Classroom</p> <ul style="list-style-type: none"> Performance and development program for all staff across the school that has clear line of sight with the schools Strategic Plan and Annual Implementation Plan Continue to work to effectively implement the GANAG Instructional Model introduced in 2015 Develop the PLC (DuFour) model Develop an instructional observation strategy, including coaching, peer observations, mentoring, collegiate visits Job imbedded Professional Learning with a particular focus on goals set in the PDP 	<ul style="list-style-type: none"> Implementation of the Department of Education Performance and Development Framework (PDP Cycle) Staff Professional Development Learning Walks Purchase of teacher reference material Development of curriculum planners Purchase of teacher reference material (DuFour: Learning By Doing) Professional learning for the Learning Community Leaders Formalise the meeting process based on the DuFour's 4 questions Investigate Leadership coaching and professional development opportunities Formalise the coaching process Develop a student centred peer observation process for providing collegiate feedback Management Team to review the PDP to see line of sight to the AIP Management Team to develop the Professional Learning schedule and facilitate professional learning based on the PDP and input from staff 	<p>All Staff (supported by the Management Team)</p> <p>Management Team</p> <p>Leadership Team PLT</p> <p>Leadership Team PLT</p> <p>Management Team</p> <p>Management Team Leadership Team All Staff</p>	<p>As per the PDP timeline</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2, 3, 4</p>	<ul style="list-style-type: none"> Achievement Targets identified in the AIP are achieved. All staff will develop a plan (except those who complete the VIT process) All Performance and Development documents are in the line of sight of the AIP Instructional Model is understood by all teaching staff and is used as a framework when planning and teaching Learning Intention and Success Criteria displayed for all lessons from Foundation – Year 6 Teachers to engage in professional learning around GANAG GANAG is evident in planning documentation PLC model is evident in meeting minutes Professional Learning Schedule documents, time and purpose of the PLCs Documentation of the Coaching Process Documentation of the Peer Observation Process Data and evidence collected from the Learning Walks, coaching and peer observations used to inform Professional Learning Time allocated for peer observations Professional Learning schedule reflects targeted Professional Learning based on the PDP goals and AIP Staff submitting requests for external PD through the staff intranet Staff engaging in professional learning via coaching and peer observations Evident in meeting minutes
	<p>Guaranteed and Viable Curriculum</p> <ul style="list-style-type: none"> Professional learning for staff to gain a deeper understanding and unpack the Victorian Curriculum, ABLES and EAL Development of Essential Understandings and curriculum mapping framework Continue with professional learning for staff to unpack and use the EAL continuum as well as the TEAL assessment tools began in 2015 	<ul style="list-style-type: none"> Introduce the CAFÉ reading program in the Year 1-2 team Introduce the Mathematics Daily Three program in years 3 and 4 Foundation team to trial the ABLES screening School will engage with Dr Jeni Wilson to consult and provide guidance into inquiry implementation Develop an Inquiry scope and sequence Develop Phonological Awareness program (F-2) Develop a social emotional learning framework incorporating BSEM (F-6) Victorian Curriculum unpacked with staff Essential Understandings are developed and unpacked with staff 	<p>1/2 Teachers Leading teacher (Literacy)</p> <p>3/4 Teachers Leading teacher (Numeracy)</p> <p>Foundation Team Team Leaders</p> <p>ELTC</p> <p>F-2 Teachers, LT (Literacy), LLI Teacher, Speech Pathology Consultant</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> Teachers in 1/2 set up CAFÉ menu in classrooms, use Digital Pensive to collect data of student learning and use this to inform teaching. Individual goal setting. Improved reading outcomes. Teachers in 3/4 set up Mathematics Daily Three in classrooms, use Digital Pensive to collect data of student learning and use this to inform teaching. Individual goal setting. Improved Numeracy outcomes. Documented English, Mathematics and Inquiry scope and sequence Teachers in Foundation, 1 and 2 use data from SPAT R to inform teaching and learning and programing. Completing the SPATR test again in term 4 to measure success of program. LLI teacher and LT to complete the test (T1 Year 1/2 T2 Foundation) and support teams to use the data from the assessment to inform teaching and learning.

	<ul style="list-style-type: none"> Build on the WPPS Student Support and Intervention Program (SSTT) with data formed practices 	<ul style="list-style-type: none"> Staff regularly access the Victorian Curriculum during planning to ensure that the curriculum is guaranteed viable Professional learning for staff via classroom coaching for Sexual Health via Family Planning Victoria Review the program and process for students accessing with staff Professional learning for staff on how use data to write ILPs Built in data accountability for teacher to access SSTT (e.g. Running Record, Maths online data, Alphabet) Increase the amount of time available in the SSTT Added JEMM and GRIN as expert teacher lead interventions In class support option in 2016 Increased funding levels for Speech consultancy to allow for program expansion including: Pragmatics and Oral language experience Increased the B&S programs Build the student wellbeing support and parent engagement staff capacity to deliver research based interventions (Drumbeat) OT consultancy 	<p>PCLC F-6 Teachers</p> <p>5/6 teachers</p> <p>All staff</p> <p>Marj and Jo</p> <p>Georgina, Louise H and Julie</p>		<ul style="list-style-type: none"> Documented Social Emotional learning framework incorporating BSEM Begin to develop Proficiency Scales after the Curriculum Map is established. The Foundation team to use the information from the ABLES screening to inform planning and teaching The 5/6 Team delivered the Sexual Health program in term 4 Overview of all programs on SSTT to be documented and accessible on Intranet 1 teacher trained to deliver the LLI program. 1 teacher trained to deliver the GRIN program. Teachers routinely using data to identify students of need, write ILPS and access SSTT. Improved communication between the classroom teacher, specialists and the staff working on the SSTT about students on the programs. Students are regularly accessing JEMM and GRIN program Teachers demonstrating a greater understanding of teaching vocab in mathematics teaching Students demonstrate a greater understanding of mathematical concepts and vocab 3 staff have completed the Drumbeat program Students participating in Drumbeat show an improved SEW data and increased level of resilience.
	<p>Standards Referenced Reporting</p> <ul style="list-style-type: none"> Develop teacher capacity to access, analyse and use data to improve teaching and learning 	<ul style="list-style-type: none"> Assessment and Reporting budget Data hour for team to analyse data built into the Specialist timetable Ongoing, job embedded PL for staff in developing and using data to support learning Build the capacity of the PLT Leaders to support data analysis within PLT meetings and common planning. Trail the use of Student Portfolios as part of the reporting process Investigate the use of ABLES as a screening tool to inform differentiated curriculum planning Assessment schedule followed and implemented Teams analyse work samples and moderate judgments on a regular basis 	<p>All staff</p> <p>PLT Leaders</p>	<p>Weekly basis</p>	<ul style="list-style-type: none"> Management team work collaboratively with Professional Learning Teams to analyse and respond to student assessment data on an ongoing basis. PLT Leaders effectively lead their teams to analyse and respond to evidence of student learning on regular and ongoing basis. Teams use the information gained through data analysis to inform planning and monitor student learning. Teachers access and use SPA Markbook/school based trackers on a regular basis to monitor and identify targets/strategies to improve student outcomes Timetabled data hour into the Specialist timetable Trail the use of Student Portfolios as part of the reporting process The Foundation team to use the information from the ABLES screening to inform planning and teaching

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT																																									
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		12 month targets	Student attendance –		Average of 14 days		
			Attitudes to School Survey Year 5/6		5/6		
				Stimulating Learning	4.4		
				Student Motivation	4.7		
Parent Opinion Survey	Connectedness to peers	5.5					
Staff Opinion Survey	Learning Focus	30					
	Parent Input	70					
	Extra-Curricular	60					
Staff Opinion Survey	Academic Emphasis	74.98%					
	Guaranteed and Viable Curriculum	83.2%					
	Collective Focus on Student Learning	88.64					

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
<ul style="list-style-type: none"> Improve student attendance Continue to work in the Wyndham Schools Community Hub model in partnership with the Smith Family 	Attendance: <ul style="list-style-type: none"> 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 Increased funding for the Engagement and Family Support workers (from Werribee support and housing) Continue to implement the attendance policy and procedures (Attendance Procedure Flowchart) 	<ul style="list-style-type: none"> Xuno software Suite will be upgraded to include parent portal and timetable/attendance School website will be upgraded to include the Update-Ed App Leadership team to ensure the flowchart has been enacted. Continue to reward and celebrate attendance outcomes eg Attendance Mascot and certificates 	Leadership Leadership and Management	Term 1 Ongoing	<ul style="list-style-type: none"> Upgrade Xuno and website as an effective tool for monitoring attendance. Documented attendance policy is implemented and shared with the school and community. Evidence of the attendance strategy across the school. (Attendance Procedure Flowchart) Attendance targets identified in the AIP are achieved.
	Transitions: <ul style="list-style-type: none"> Support student transitions by engaging with local community groups 	<ul style="list-style-type: none"> Continue to participate in the Best Start Community Connections Program through Wyndham Council Build stronger connection with Heathdale Kinder Participate in the Wyndham Transition program (6-7) Kinda Kinder is being run in the Community Hub 			Ongoing
	Wyndham Schools Community Hub model in partnership with the Smith Family: <ul style="list-style-type: none"> Community Hub Connecting families with learning 	<ul style="list-style-type: none"> Active participation in the Wyndham Schools Community Hub partnership with Smith Family, Manor Lakes SC and Our Lady of the Southern Cross Active participation in Kids Thrive program and the song room program Active participation in the Wyndham Park Precinct Group (Mens shed, Football club, BMX club, 	Leadership Louise H WSCH Community Hub Coordinators	Ongoing	<ul style="list-style-type: none"> Principal active participant in the Wyndham Schools Community Hub executive group Community Hub coordinator actively engaging with the Smith Family (WSCH) Students in one grade 3/4 classroom participating in the Song Room program during term 2 and 3. All student leadership members participating in the Kids Thrive

		<p>Karrungal, Smith Family, Heathdale Kinder, Wyndham Park Community Centre and Wyndham Council)</p> <ul style="list-style-type: none"> - School based Information Sessions for parents across the school - Support Parents/Carers by providing strategies to use to be involved in their child's learning - Family workshops to inform parents about teaching strategies and practices in the school and how they can use these at home to support their child. - Providing resources for learning at home e.g. M100Word games - Regular newsletter tips for family learning - Promoting Apps such as 'Learning Potential' and 'Schoolmate' as tools families can use to engage in their child's learning. - Connect with families with local events/learning opportunities through Facebook, newsletter and website - Hub Brochure of events published regularly - Volunteer Helpers trained to support student learning eg. Reading Buddies - Continue to build on the partnerships to provide learning opportunities (e.g. Smith Family, Drummond Street, WCES, VICSEG) - Promote student learning at home eg family quiz - Celebrate and promote student success via Facebook, Website, assembly and Newsletter. 	<p>All staff MEA</p>		<p>program with the Community Hub Coordinator in term 2 and 3.</p> <ul style="list-style-type: none"> • Parent Opinion Survey targets identifies in the AIP are achieved. • Increased community participation and engagement in learning activities • Increased active parental involvement in school and Community Hub activities (e.g. excursions, Kookaburra Kitchen Garden, Classroom helpers) • School Community Hub calendar consistently booked throughout the year.
	<ul style="list-style-type: none"> • Engage culturally and linguistically diverse (CALD) families 	<ul style="list-style-type: none"> - Ensure access to the use of the interpreters - MEA involvement in school events - Provide culturally specific events eg Harmony Day - Provide Karen noticeboard with translated school information and events - Continue with the Karen Language Learning Club 	<p>MEA Leadership</p>		<ul style="list-style-type: none"> • Interpreters are present at all school events and information sessions • Parents routinely accessing information from a variety of communication sources • Increased active (CALD) parental involvement in school and Community Hub activities (e.g. excursions, Kookaburra Kitchen Garden, Classroom helpers)
	<ul style="list-style-type: none"> • Develop student leadership opportunities to increase their engagement in the school 	<ul style="list-style-type: none"> - Define the roles, selection criteria and roles and responsibilities for the student leadership team. - Ongoing student leadership training for Peer Mediators, school captains, house captains and class captains - Participation in the Kids Thrive program for Peer Mediators, School and House Captains. - Participation in Young Leaders Conference by the School and House Captains - Student Leaders to review and to provide feedback on extra- curricular programs (breaks, afterschool etc) based on student needs. - Student Leaders to review and to provide feedback on Student Cash Ins 	<p>Louise H Student Leadership team</p>		<ul style="list-style-type: none"> • Student Attitudes to School Survey targets identifies in the AIP are achieved. • Roles clarity for Student leaders and selection process publicised. • Documentation process for entry and exit for the Peer Mediation role. • Student leaders have visible and active role in the school including assemblies, welcoming new students • Based on student input break activities and student cash in prizes are adjusted accordingly. • Student leaders involved in community events, such as ANZAC Day. • Student leaders involved in organising school events, such as sports day, Harmony Day, Literacy/Numeracy week

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING																																										
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<ul style="list-style-type: none"> Build upon the School Wide Positive Behaviour (SWPB) framework across the School. Implement a whole school approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations. 	<p>Safe and Collaborative Learning Environment <u>School Wide Positive Behaviour</u></p> <ul style="list-style-type: none"> Staff engages in PL relating to schools SWPBS strategies – review major and minor behaviours and process for dealing with behaviours in the yard/classroom, school Values and Matrix. Information sessions to parents and updates in the newsletter on SWPBS strategies. Form a SWPBS subcommittee as part of the PCLC to continue and build upon SWPBS. To develop a Wellbeing Programs room Embedding mindfulness practices throughout the school Continue to implement the Healthy Together Program Professional Learning: Bullying Policy/implementation School will continue to partner with Women’s Health West (Primary Prevention of Family Violence) 	<ul style="list-style-type: none"> Time allocated in the Professional Learning Schedule (Data Hour) to analyse the Xuno data as a Learning Community and develop actions based on data that was viewed To redevelop the Red Learning Community Space to include a specialised room for wellbeing and support programs; tier 2 and tier 3 SWPBS interventions Daily within classrooms and school areas explicitly teaching mindfulness techniques Optional mindfulness sessions after school for staff Mindfulness practices shared with school community Develop staff capacity to manage & record incidents of bullying Ensuring the curriculum planning includes units of work focussed on Bullying prevention Implement the Respectful Relationships Program for 5/6’s in semester 2 	<p>All SWPBS sub committee</p> <p>PCLC (Health and Wellbeing Sub Committee)</p> <p>AP Wellbeing Team All</p> <p>5/6 LC</p>	<p>Monthly data cycle</p> <p>Annually</p> <p>Term 4</p>	<ul style="list-style-type: none"> The SWPB strategy is evident across the school. <ul style="list-style-type: none"> All staff are involved in reviewing the matrix annually with their students Evidence of explicitly teaching the values via weekly SWPBS lessons– documented in staff planners. Agreed behaviour management strategies (Proactive Process Flowchart) are implemented in all learning spaces in a consistent manner. Xuno is effectively used by all staff to collect accurate data relating to specific student behaviours (both achievement and incident data). School wide data is analysed to inform current practice and future directions for managing student behaviour. Teachers are blue triangle focussed and proactive when analysing and responding to Xuno data and following through on agreed actions, with a focus on reducing incidents. SWPBS sub-committee formed and meeting three times a term Environmental considerations setting students up for success Chill Hill Classroom guarantees Checklist used during Term 1 Learning Walks Develop and improvement of break time activities Trial whole school line up B & S and other wellbeing interventions are timetabled in the new wellbeing hub Reduced incident data (Xuno) classroom & yard Teachers attending after school mindfulness/meditation sessions Students attending break mindfulness sessions & engaging well in classroom sessions Student line ups involve mindfulness Online data collection leading to accreditation Continue to work through the Safe School Hub Principles with staff and wider school community using audit tool to ensure targeted interventions occur Documented planning of Respectful Relationships unit 5/6 Student Opinion Survey data improvements

<ul style="list-style-type: none"> Strengthen understanding of engagement practices, positive behaviour supports and intervention programs. 	<p><u>Implement a Trauma Informed educational model Berry Street Model (BSEM)</u></p> <ul style="list-style-type: none"> All staff participating in the 4 day Berry Street Professional Learning over 2 years Develop a Social and Emotional Learning Curriculum from F-6 	<ul style="list-style-type: none"> Engage Berry Street Childhood Institute to provide ongoing professional learning and support regarding the Berry Street Education Model Curriculum materials to be provided as part of our partnership with Berry Street Education Model Provide 2 of 4 curriculum days 	<p>AP PCLC Wellbeing Team All</p>	<p>Term 2 + ongoing</p>	<ul style="list-style-type: none"> Framework for SEL Curriculum (Berry St resources) documented Implemented mindfulness practices for all members of the school community Annual F-6 SEW (ACER) results show improved wellbeing outcomes for students. Reduced frequency of student incident data (Xuno)
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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	<ul style="list-style-type: none"> To maximises the use of physical, financial and human resources in order to achieve the school strategic plan. 	Targets	<p>A workforce plan has been developed and approved by school council annually</p> <p>Each year program budgets are developed and delivered to ensure the needs of our growing school are met.</p> <p>ICT resources are in place to meet the changing teaching and learning needs of a growing school</p>		
12 month targets		<p>Workforce Planning</p> <ul style="list-style-type: none"> The workforce plan will be monitored to ensure it is implemented effectively throughout the year. An induction process will be implemented for new staff to the school ensuring that new staff to the teaching service and new staff to the school will be inducted. 100% of graduate teachers new to the profession will receive induction. All (100%) graduate teachers will participate and be supported through the VIT registration process. <p>Resource Management</p> <ul style="list-style-type: none"> Curriculum budgets provide for the effective resourcing of the school and meet the needs of curriculum and wellbeing programs. 			
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
<ul style="list-style-type: none"> Further develop the school workforce plan on an annual basis. Ensure adequate resourcing of the school as it grows – furniture, learning and teaching resources. Ensure that an ICT Plan is developed and implemented Meeting schedule and associated Specialist timetables to be reviewed annually to ensure time is effectively used to enact the AIP 	<p>Workforce Planning</p> <ul style="list-style-type: none"> Develop a flexible and strategic workforce plan that takes into consideration the growing school community and expansion of curriculum programs. Implement a supportive and ongoing teacher induction strategy across the School including VIT support for graduate teachers Continue to implement the DuFour Professional Learning Community structure to include a combination of Learning Community and specific teams including Excellence in Teaching & Learning Committee (ETLC) and Positive Climate for Learning Committee (PCLC) (aligned with the DuFours PLT Model). Design and Implement a coaching and consultancy model to support all PLT's to continue to build teacher capacity – including time allowance and relevant PL. Develop a strategic and multi-tiered strategy to support the professional needs of the growing workforce (coaching, whole school and workshop PL, PLTs, collegiate observations, external consultants) Role Descriptions for all members of staff including a list of additional responsibilities 	<p>Documented workforce plan using the AEU long term planning tool</p> <p>Time integrated within the meeting schedule and Specialist timetable VIT mentors trained and allocated as required</p> <p>Modified PLT/PLT Leadership structure. Implementation of the revised Meeting Schedule created through the Consultative Process in 2015</p> <p>Employment of educational consultants. e.g Jeni Wilson</p> <p>Development of Professional Learning Schedule including curriculum days.</p> <p>Descriptions developed and feedback sought via the Leadership team meeting</p>	<p>Management Team/Consultative Committee</p> <p>Management Team Principal team VIT mentors</p> <p>Management Team ETLC & PCLC sub committees Leadership team</p> <p>Management team Leadership Team Leading teachers (Coaches)</p> <p>Management team Leadership Team Leading teachers (Coaches)</p> <p>Management team (in consultation with leadership team)</p>	<p>Semester 2</p> <p>Ongoing Term 1 and ongoing</p> <p>Ongoing Term 1 and ongoing</p> <p>Term 1 and ongoing</p> <p>Term 1 and ongoing</p> <p>Term 1</p>	<ul style="list-style-type: none"> Workforce strategy is developed and communicated with staff via the consultative committee process All new staff are successfully inducted, and supported throughout the year and Graduates have achieved full registration. The four critical questions as identified by DuFours underpin the PLT structures, allowing for a range of data to be reviewed and responded to appropriately. As evident in the Staff Opinion Survey and PDPs, all staff feel supported and demonstrate professional growth. Staff routinely working with Leading teachers in a coaching relationship Staff P&D plans include goals facilitated by involvement in coaching Leading Teacher Timetables listing coaching sessions All staff are familiar with the WPPS role descriptions All staff have been allocated additional responsibilities via the point allocation system

	<p>Resource Management</p> <ul style="list-style-type: none"> Develop a plan for the growing ICT infrastructure of the school, taking into consideration the ICT requirements of both students and teachers Effective resourcing of Learning communities and Specialist areas to provide for the continuing growth of the school Continued resourcing of quality literature - including the School Library, classroom libraries, Fountas and Pinnell book sets and take home reading material and EAL resources. Expansion of Assessment and Reporting provisions to allow the growth of the school – including SPA, PAT Assessments, F&P, LLI, F&P kits, SPATR etc. Develop an online Curriculum Mapping resource. Implement Xuno with Administration, Parent Portal and attendance modules. 	<p>ICT budget – purchase of additional resources. ICT infrastructure plan documented</p> <p>School Sub program Budgets</p> <p>Literacy budget</p> <p>Assessment and Reporting budget</p> <p>Xuno Subscription Sub program Budget Administration budgets</p>	<p>Management team Business Manager ICT technician</p> <p>Budget leaders Business Manager Finance Committee</p> <p>Literacy Leading Teacher Business Manager</p> <p>Management Team Leadership team</p> <p>Management Team ICT technician</p>	<p>Term 1</p> <p>Semester 2</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1 + Ongoing</p> <p>Term 1 + Ongoing</p>	<ul style="list-style-type: none"> ICT planning tool completed (including budgeting) Teachers are utilising ICT within classrooms and professional role supported by coaching and relevant professional learning. ICT plan created and utilised to ensure quality infrastructure across the college. Expansion of resources and equipment for all learning areas to meet the growth of the school Sub Program Budgets endorsed by School Council in March and reviewed at all subsequent council meetings Sub Program Budget expenditure to be at least 80% in all areas by end term 3 2016 Assessment and Reporting Policy & Procedure reflecting the embedding of the use of SPA and SPA Markbook as basic minimum practice Minutes of the data hour PLT consistently showing reference to the access and use of SPA and SPA Markbook All PLT leaders have attended a SPA PD session Staff routinely accessing XUNO software to <ol style="list-style-type: none"> Upload ILP's Mark rolls Record Incidents and Achievements (leadership receiving email notifications to facilitate follow up) Parents accessing Xuno to <ol style="list-style-type: none"> update details Check and respond to attendance Receive ILP's and Reports Book P&T interviews
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Equity Funding (\$236,845.67) Breakdown

[Click here for embedded excel spreadsheet](#)



Equity%20Funding-E
xpenditure%20WPPS'

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
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Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
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