2019 Annual Implementation Plan

for improving student outcomes

Whorouly Primary School (1373)

Submitted for review by Pauline McPherson (School Principal) on 31 December, 2018 at 04:08 PM
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 24 January, 2019 at 04:18 PM
Endorsed by Andrea Skahill (School Council President) on 01 April, 2019 at 08:05 PM

Self-evaluation Summary - 2019

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

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

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

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

Enter your reflective comments	2018 has been a year of significant change with a new principal, a new classroom teacher and new business manager. The departure of an ES staff member and business manager during the year has meant a great deal of experience has been lost to our school and our chaplain also finishes at the end of the year. However all our staff have taken on their new roles and responsibilities with great commitment and are focused on providing the best opportunities for our students. Our School Council President has unfortunately had to step aside this year but our most recent School Council President has taken on the role again to support the principal and ensure the effective operation of our Council. During the year we also relinquished the management of the Whorouly Pre School who are now administered by NERPSA. We maintain our close relationship with the Pre School providing extended transition for our future students, leadership opportunities for our senior students and we include them in our programs where appropriate and this is reciprocated. We have maintained our small groups for literacy and numeracy three mornings per week, a priority for our school community and one that sets us apart from other schools. We have focused on improving our spelling and writing programs and our numeracy assessment and planning. Our student learning data indicates all students achieve their reading benchmark and make a minimum of 12 months growth each year. Our NAPLAN data indicates medium to high growth in all areas for our Grade 5 students. We have continued to provide quality programs in Bluearth, SAKG, STEM, Italian,

	Library/Science and Art and organise and participate in camps for Grades 3-6 with the OLC and Cluster days for all levels. Our parents, carers and community members contribute greatly to our programs and fundraising to enable us to provide the best possible opportunities for our students.

Considerations for 2019	In 2019 teachers will be teaching the same grade levels to provide consistency and to continue to develop their capacity to deliver quality teaching practice. The writing workshop of the literacy block has been the focus for 2018 and reading needs to be the 2019 focus for several reasons:
	   Our 2018 Grade 3 NAPLAN Reading data has almost all students in the top 2 bands and the challenge will be to maintain high learning growth.
	   Our Grade 5 NAPLAN growth data is difficult to judge due to lack of students participating in Year 3 and Year 5 at our school.
	   Improving our Reading Scope and Sequence and aligning our planning documentation to our instructional model for consistency are modifications we have identified as necessary.
	   Classroom teachers are relatively new to the school and have had limited training in delivering the reading workshop or using the Fountas and Pinnell Assessment tool.
	   There is a need for professional learning: how to teach the CAFÉ reading strategies and to provide support for students with dyslexia.
	
	We also need to continue to improve our teaching of numeracy and embed best practice.
	   Our 2018 Grade 3 NAPLAN data has almost all students in the top 2 bands and the challenge will be to maintain high learning growth.
	   The Grade 5 NAPLAN growth data is difficult to judge due to lack of students participating in Year 3 and Year 5 at our school.
	   Improving the Numeracy Scope and Sequence to indicate when topics are revised throughout the year and to explicitly indicate the numeracy connection to real life is needed.
	   Professional learning is required to focus on learning pathways in Measurement and Geometry and Statistics and Probability.
	   Professional learning is required to design learning tasks which challenge students and teachers to use the inquiry cycle.
	
	Continuing to strengthen the school as a learning community through open communication and opportunities for family and community involvement will also be a priority in 2019.

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Build the capacity of staff to deliver consistent quality teaching practice.
Target 1.1	A minimum of 12 months growth for every student using teacher judgements (according to the Victorian Curriculum) for all domains. Staff Opinion measure relating to Academic Emphasis to be at or above 80. All Teaching and Learning measures on SATS to be 4.5 or above.
Key Improvement Strategy 1.a Building practice excellence	Build consistency of practice in curriculum planning for all classroom teachers. Embed the agreed Instructional Model, which addresses individual learning needs.
Goal 2	Ensure consistent levels of learning growth for every student in Literacy and Numeracy.
Target 2.1	To attain 100% high or medium relative growth in NAPLAN for all domains. 100% of students reaching school identified reading benchmarks. A minimum of 12 months growth in EOI for every student.
Key Improvement Strategy 2.a Evaluating impact on learning	• Build teacher capacity to differentiate high quality teaching to maximise growth for every student • Investigate whole school data collection, including assessment tools to demonstrate student growth.
Goal 3	Strengthen the school as a Learning Community.

Target 3.1	Reduce student absence to below 12 days per student per year.
	The 'Trust In Parents" measure on the Staff Opinion to be at 90% or greater.
	100% return rate for Entry Health Questionnaire.
	Demonstrate an increase in family involvement in the school using locally collected data.
	All School Climate measures on Parent Opinion Survey to be 6.0 or above.
Key Improvement Strategy 3.a Parents and carers as partners	Build community expectations about the value of education. Create opportunities for students to lead family involvement in school activities.

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| Build the capacity of staff to deliver consistent quality teaching practice. | Yes | A minimum of 12 months growth for every student using teacher judgements (according to the Victorian Curriculum) for all domains.

Staff Opinion measure relating to Academic Emphasis to be at or above 80.

All Teaching and Learning measures on SATS to be 4.5 or above. | A minimum of 12 months growth for every student in Literacy and Numeracy using teacher judgements.
Staff opinion survey in 'Teaching and Learning' factors at or above 90%. (2018 data indicated 50% endorsed and 50% neutral for both the Implementation factor - Focus on real-life problems and the Evaluation factor - using student feedback to improve practice.)
All AToSS 'Effective Teaching Practice for Cognitive Engagement' at or above 90%. (2018 data indicated the lowest percentage endorsement was for stimulating learning environment at 83%.) |
| Ensure consistent levels of learning growth for every student in Literacy and Numeracy. | Yes | To attain 100% high or medium relative growth in NAPLAN for all domains.

100% of students reaching school identified reading benchmarks.

A minimum of 12 months growth in EOI for every student. | To attain 100% high or medium relative growth in NAPLAN for all domains.
100% of students reaching school identified reading benchmarks.
A minimum of 12 months growth in EOI for every student. |

| Strengthen the school as a Learning Community. | No | Reduce student absence to below 12 days per student per year.

The 'Trust In Parents" measure on the Staff Opinion to be at 90% or greater.

100% return rate for Entry Health Questionnaire.

Demonstrate an increase in family involvement in the school using locally collected data.

All School Climate measures on Parent Opinion Survey to be 6.0 or above. | |

Goal 1	Build the capacity of staff to deliver consistent quality teaching practice.	
12 Month Target 1.1	A minimum of 12 months growth for every student in Literacy and Numeracy using teacher judgements. Staff opinion survey in 'Teaching and Learning' factors at or above 90%. (2018 data indicated 50% endorsed and 50% neutral for both the Implementation factor - Focus on real-life problems and the Evaluation factor - using student feedback to improve practice.) All AToSS 'Effective Teaching Practice for Cognitive Engagement' at or above 90%. (2018 data indicated the lowest percentage endorsement was for stimulating learning environment at 83%.)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build consistency of practice in curriculum planning for all classroom teachers. Embed the agreed Instructional Model, which addresses individual learning needs.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2018 with new teachers in the school the literacy focus was on following the Whorouly PS Scope and Sequence and the instructional model to improve writing. All teachers have established an effective Writing Workshop and as there are no staffing changes 2019 the focus can now move to reading. Teachers at the school have had limited professional learning in the teaching and assessment of reading, so this is a priority. Our 2018 NAPLAN data demonstrated medium to high learning growth for all Grade 5 students and data for Grade 3 students indicates they are almost all in the top two Bands for Reading. By continually improving our practice, we aim to meet the challenge to maintain these high levels of achievement.	
Goal 2	Ensure consistent levels of learning growth for every student in Literacy and Numeracy.	
12 Month Target 2.1	To attain 100% high or medium relative growth in NAPLAN for all domains. 100% of students reaching school identified reading benchmarks. A minimum of 12 months growth in EOI for every student.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	• Build teacher capacity to differentiate high quality teaching to maximise growth for every student • Investigate whole school data collection, including assessment tools to demonstrate student growth.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2018 teachers at our school built their capacity to plan and differentiate their teaching and analyse data in Numeracy. They follow the Whorouly PS instructional model and Scope and Sequence and participated in professional learning to familiarise themselves with the learning pathways. They use NFA and Essential Assessment to identify individual student needs. In 2019 we need to focus on implementing high quality teaching in numeracy to maximise growth for every student, use assessment tools effectively and continue to develop skills in analysing student data. Our 2018 NAPLAN data demonstrated medium learning growth for our Grade 5 students and data for Grade 3 students indicates they are almost all in the top two Bands for Reading. By continually improving our practice, we aim for high learning growth for all students.	

Define Actions, Outcomes and Activities

Goal 1	Build the capacity of staff to deliver consistent quality teaching practice.
12 Month Target 1.1	A minimum of 12 months growth for every student in Literacy and Numeracy using teacher judgements. Staff opinion survey in 'Teaching and Learning' factors at or above 90%. (2018 data indicated 50% endorsed and 50% neutral for both the Implementation factor - Focus on real-life problems and the Evaluation factor - using student feedback to improve practice.) All AToSS 'Effective Teaching Practice for Cognitive Engagement' at or above 90%. (2018 data indicated the lowest percentage endorsement was for stimulating learning environment at 83%.)
KIS 1 Building practice excellence	Build consistency of practice in curriculum planning for all classroom teachers. Embed the agreed Instructional Model, which addresses individual learning needs.
Actions	Embed a consistent and clearly documented Reading Workshop across the school. Curriculum planning and implementation engages and challenges all students. Engage in rigorous assessment practices and feedback to inform teaching and learning.
Outcomes	Students will: 1. Articulate the language of reading and comprehension by explaining different strategies they use to select, understand and reflect on their reading. 2. Articulate personal learning goals. 3. Participate in and contribute to a reading conference. 4. Demonstrate reading stamina across the school. 5. Maintain a reader's notebook as a resource and a record of their reading, their goals, skills and strategies learnt. 6. Apply reading strategies across the curriculum. Teachers will: 1. Clearly document their planning following the Whorouly PS instructional model. 2. Explicitly teach reading to build knowledge of strategies and skills. 3. Use assessment strategies to identify student learning readiness and learning progress and to differentiate teaching so all students experience challenge, success, and improved learning. 4. Show evidence of best practice in teaching reading as a result of actively participating in professional learning teams, professional development to effectively use Fountas & Pinnell assessment and by accessing research and resources to enrich teaching and learning of reading .

	5. Build their capacity to give and receive feedback on the elements of the instructional model through peer observation. The Principal will: 1. Understand the development needs of each staff member to implement the Reading Workshop and support and facilitate this development through PLT's and professional learning opportunities. 2. Ensure teachers have access to assessment documentation and resources. 3. Review the Whorouly PS Reading Scope and Sequence with teachers and modify as required in relation to the introduction of the CAFÉ reading strategies. 4. Support parents/carers with information strategies and resources to link school and home learning in reading. 5. Provide opportunities for parents/carers to contribute to school learning programs.
Success Indicators	• Consistent planning documentation for the reading workshop • The Whorouly PS Scope and Sequence for the reading block has been reviewed and updated. • All students have their own reader's notebook. • Learning logs are used by teachers to track student progress. • Assessment data is clearly documented and used in planning. • Learning logs are completed by teachers to identify student learning needs for specific students. • The data wall provides up to date information of student level and learning growth. • Classroom observation of sustained independent reading. • Conferencing will indicate students' ability to verbalise their learning goals and ways to achieve these goals. • During learning walks students will be able to articulate personal goals and lesson learning intentions and success criteria. • Anchor charts will be visible. • Parent engagement in home reading and Library After Dark. • 12 month targets will be achieved

Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. PLT's to include: Review of the Whorouly PS instructional model and aligned planning documentation to create a whole school consistent planning model. Professional learning to build teacher capacity to teach reading. Explicit teaching: CAFÉ strategies Purpose and approach to reading conferences Review of assessment strategies including learning logs to identify	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

student-learning needs and track progress				
2. Review of resources and programs used including Toe by Toe – purchase additional levelled readers.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$500.00 ☐ Equity funding will be used
4. Professional learning – CAFÉ Reading, Fountas & Pinnell, dyslexia online	☑ Education Support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used
3. SIT meetings held regularly to review Literacy data and AIP targets as well as to monitor SMART Spelling progress following 2018 focus.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
5. Access learning specialist from Oxley PS - Learning walks – student shadowing and peer observation of the instructional model.	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☑ Equity funding will be used

Goal 2	Ensure consistent levels of learning growth for every student in Literacy and Numeracy.
12 Month Target 2.1	To attain 100% high or medium relative growth in NAPLAN for all domains. 100% of students reaching school identified reading benchmarks. A minimum of 12 months growth in EOI for every student.
KIS 1 Evaluating impact on learning	• Build teacher capacity to differentiate high quality teaching to maximise growth for every student • Investigate whole school data collection, including assessment tools to demonstrate student growth.

Actions	Use appropriate assessment strategies to identify student learning needs and evaluate the impact of teaching on learning. Use evidence-based strategies to drive professional practice improvement - Professional learning to include Network and OLC PLC work with Professor Peter Sullivan
Outcomes	Students will: 1. Identify and explain the learning intention and success criteria. 2. Be engaged in Maths activities - Concentrate and persist in Maths using a range of strategies. 3. Explain what they have done by identifying and using Maths language. 4. Achieve success in Maths because they are working at their individual point of need. 5. Be able to transfer learning to practical contexts and new topics. Teachers will: 1. Set and communicate clear lesson goals. 2. Use a range of formative and summative assessment strategies. 3. Use assessment data to diagnose student learning needs and plan for learning. 4. Apply expert advice to their planning and assessment. 5. Use an inquiry improvement cycle. 6. Clearly understand how the learning links with real life. 7. Work with colleagues to make consistent judgements validated by moderation in professional learning teams. 8. As part of Professional Practice and Performance and Development Plans link student achievement data to their own practice improvement goals. The Principal will: 1. Understand the development needs of each staff member to implement Numeracy lessons. 2. Support and facilitate this development through PLT's and professional learning opportunities. 3. Ensure teachers have access to assessment documentation and resources. 4. Provide opportunities for staff to participate in professional learning with Peter Sullivan throughout the year.
Success Indicators	• Consistent planning documentation across the school follows the instructional model, the Whorouly PS Scope and Sequence and the Victorian Curriculum. • Students are able to articulate the learning intention, success criteria and their own learning goals. • Students are able to articulate the strategies they use, and how Maths concepts relate to real life. • Assessment is followed by data analysis to identify student learning needs and this is documented. • Learning logs are used by teachers to track student progress. • Classroom observation of students engaged in learning.

	• Teachers participate in the OLC PLC and use the inquiry improvement cycle to improve their practice. • 12 month targets achieved.				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
1. Participate in professional learning with the Cluster, Wangaratta schools and Professor Peter Sullivan 'Creating Mathematical Thinkers Across the Wangaratta Community'.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used	
2. Actively contribute to the OLC PLC.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used	
3. Whorouly PS PLT meetings to: • Review Whorouly PS Numeracy documentation • Embed the use of assessment strategies, including learning logs, to identify student learning needs and track progress. • Follow up to Professor Peter Sullivan professional learning and Network and Cluster PLC work. • Identify learning pathways for Measurement and Geometry and the connections to numeracy skills.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
4. Review resources and IT programs used in Maths.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
5. SIT meetings to review Numeracy data and AIP targets.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00	

				to: Term 4	☐ Equity funding will be used
6. Review Maths Scope and Sequence to document connections between topics and concepts, and to link these to real life.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$4,500.00	$4,000.00
Additional Equity funding	$1,500.00	$1,500.00
Grand Total	$6,000.00	$5,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
4. Professional learning – CAFÉ Reading, Fountas & Pinnell, dyslexia online	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$1,500.00	$1,000.00
5. Access learning specialist from Oxley PS - Learning walks – student shadowing and peer observation of the instructional model.	from: Term 2 to: Term 4		$1,000.00	$1,000.00
1. Participate in professional learning with the Cluster, Wangaratta schools and Professor Peter Sullivan 'Creating Mathematical Thinkers Across the Wangaratta Community'.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$2,000.00	$2,000.00
Totals			$4,500.00	$4,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Initial support for new student with previous behavioural issues while other funding is being sought.	from: Term 1 to: Term 1	☑ School-based staffing	$1,500.00	$1,500.00
Totals			$1,500.00	$1,500.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
1. PLT's to include: Review of the Whorouly PS instructional model and aligned planning documentation to create a whole school consistent planning model. Professional learning to build teacher capacity to teach reading. Explicit teaching: CAFÉ strategies Purpose and approach to reading conferences Review of assessment strategies including learning logs to identify student-learning needs and track progress	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Literacy expertise	☑ On-site
4. Professional learning – CAFÉ Reading, Fountas & Pinnell, dyslexia online	☑ Education Support ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments	☑ Professional Practice Day	☑ External consultants Pearson Academy	☑ Off-site 18th February Docklands Melbourne
3. SIT meetings held regularly to review Literacy data and AIP targets as well as to monitor SMART	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ SEIL ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Spelling progress following 2018 focus.						
1. Participate in professional learning with the Cluster, Wangaratta schools and Professor Peter Sullivan 'Creating Mathematical Thinkers Across the Wangaratta Community'.	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole School Pupil Free Day	☑ External consultants Professor Peter Sullivan	☑ Off-site Oxley Primary School