

# Annual Implementation Plan: for Improving Student Outcomes

School name: Whorouly Primary School

Year: 2017

School number: 1373

Based on strategic plan: 2017 - 2020

Endorsement: March 21st, 2017

Principal: Frances Waterman

Senior Education Improvement Leader: Alby Freijah

School council: Andrea Skahill

## 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	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> <li>• <b>Build the capacity of staff to deliver consistent quality teaching practice.</b></li> <li>• <b>Ensure consistent levels of learning growth for every student in Literacy and Numeracy.</b></li> <li>• <b>Strengthen the school as a Learning Community.</b></li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	<b>Community engagement in learning</b>	Building communities	

### Improvement Initiatives rationale:

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.

The 2013 – 2016 review process found that the impact of the Curriculum Planning and Assessment initiative is emerging. Previously many meetings were administrative in nature. Restructured staff and PLT meetings have a data and assessment component on the agenda. While there is evidence of data collection in classrooms, it is currently not stored and analysed in a central system. The school has purchased a centralised data program and begun to load student data but has found it difficult and time consuming to administer. The review panel questioned the appropriateness of this system for Whorouly and suggested that other packages might be more suitable to the small school setting. This was an area to investigate further.

In 2015, Whorouly PS drafted an agreed Scope and Sequence aligned to the Victorian Curriculum for the delivery of Literacy and Numeracy. The focus for 2016 will be ensuring that our existing successful Literacy Programs developed by the OLC with Keay Cobbin continue to be adhered to consistently by all teachers, including new staff who will require induction and training in these programs. This draft curriculum plan will be deepened by a whole school agreed placemat for the teaching of Reading, Writing and Numeracy, and will be underpinned by student achievement data measuring growth. The collection and use of this data in regular, purposeful staff collaborative school-based PLT's is required.

Teachers at Whorouly PS assess thoroughly. Individual teachers kept detailed data sets. These sets measured growth in Numeracy and Literacy. Tools such as the Victoria Curriculum and Assessment Authority (VCAA) On-Demand Testing have been used throughout the school. In line with its 2016 AIP strategies the school was exploring the use of literacy and numeracy assessment tools which requires formalization. The 2013-2016 Review Panel recommended improvement measures to include a deeper investigation into growth data, a whole school engagement with achievement data, a revision of the assessment schedule, an investigation into data collection systems suitable for small schools and the early detection of student learning needs.

A deepening of agreed, school wide curriculum documentation and increase of data collection will be increased through the administration of the EOI for all students in Years P-2 as a growth measure. EOI data will be used to assist in developing ILIPs which are to continue to be developed and implemented for all students, with explicit growth targets in Literacy and Numeracy. Teacher collaboration for planning and moderation will be investigated within our small teaching cohort, with particular emphasis on supporting the new classroom teacher for 2017.



Whorouly PS has not achieved a commitment from all families to be active partners in student achievement through their support of student learning. The school's 2013-2016 Review Self-Evaluation and discussions have raised parents as partners in learning as an area of interest. Parent Opinion Survey data had risen significantly since 2013 when all measures were below the state mean. In 2014 and 2015 all measures were well above state means with the exception of Student Safety in 2014. In 2016 the school consulted a School Council survey, which listed activities parents would most likely be involved in. It was noted that fundraising activities had more prominence than learning related activities. School personnel gave anecdotal evidence of the poorer attendance at school learning activities as compared with fundraising and wider community events. This trend for less involvement in learning activities was considered to be increasing. Reasons included working parents and a historical view of parents as fundraisers. In 2017 Whorouly PS will initiate more student led activities to engage parents with their children in their learning.

**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"> <li>• <b>Develop an agreed Instructional Model, which addresses individual learning needs.</b></li> <li>• <b>Build Consistent Practice in Curriculum Planning for all Classroom Teachers.</b></li> </ul>
Building Practice Excellence and Evaluating Impact on Learning	<ul style="list-style-type: none"> <li>• <b>Investigate whole school data collection, including assessment tools to demonstrate student growth.</b></li> </ul>



Framework for Improving Student Outcomes

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## 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		Build the capacity of staff to deliver consistent quality teaching practice.						
IMPROVEMENT INITIATIVE		Build Practice Excellence						
STRATEGIC PLAN TARGETS		<p>By 2020:</p> <ul style="list-style-type: none"> <li>A minimum of 12 months growth for every student using teacher judgments (according to the Victorian Curriculum) for all domains.</li> <li>Staff Opinion measure relating to Academic Emphasis to be at or above 80.</li> <li>All Teaching and Learning measures on SATS to be 4.5 or above.</li> </ul>						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Develop an agreed Instructional Model, which addresses individual learning needs.</b>	Develop an agreed Whorouly PS Placemat for the teaching of Reading, Writing and Numeracy. <ul style="list-style-type: none"> <li>Review drafted Reading and Writing Placemats through PLTs.</li> <li>Draft Numeracy Placemat through PLTs.</li> <li>School to prioritise Student Free Day in Term Four 2017 for review of documentation.</li> </ul>	Teaching Staff.	By Term Four Student Free Day.	6 months: Writing Placemat completed and agreed, implemented in all classes.	● ● ●			
				12 months: Reading and Numeracy Placemat completed and agreed, implemented in all classes. School Curriculum documentation completed in Term Four through Student Free Day.	● ● ●			
	Review, Revise and Embed the Key Cobbin Writer's Workshops and Reader's Notebook Programs. <ul style="list-style-type: none"> <li>Regular PLTs on Current Programs.</li> <li>Opportunities for new staff to complete observations in other classrooms offering the program, both in school and outside Whorouly PS.</li> </ul>	Teaching Staff.	Term One and Term 2.	6 months: PLTs to have Reading/Writing Workshop Focus as per agendas and minutes. Lauren to have observed Literacy Block as taught by both Fran and Pauline. Lauren to have attended Observations at Oxley PS for two consecutive days.	● ● ●		\$600 – CRT.	
				12 months: OLC Scope and Sequence of Writing has been adhered to in all classes. Observational Proforma developed for focussed peer Classroom Observations. CAFÉ Menu and Strategies visible in all classes. Review of Whorouly PS VicCurric Literacy Scope and Sequence to have occurred as per student-free days schedule.	● ● ●			
		Principal.	Ongoing.	6 months: Minimum of 10 PLTs for Whorouly PS.	● ● ●			



	<p>Ensure focused school based PLTs to improve teacher capacity in Reading, Writing and Numeracy through explicit analysis of student outcomes and growth.</p> <ul style="list-style-type: none"> <li>• Staff to actively participate in formal weekly PLTs.</li> <li>• All PLTs to have Focus Students.</li> <li>• All PLTs to have Data Component clearly visible in agendas and minutes.</li> </ul>			<p>PLTs to have Reading/Writing/Workshop Focus as per agendas and minutes.</p>				
				<p>12 months: Minimum 25 PLTs for Whorouly PS over 2017. 50% of students have been focus students.</p>	<p>● ● ●</p>			
	<p>Investigate models for Teacher Collaborative Planning Time through reviewing the School Timetable and Specialist arrangements.</p> <ul style="list-style-type: none"> <li>• Explore best options for collaborative planning with teaching staff.</li> <li>• Ensure consistent and clear expectation of the purpose of collaborative planning.</li> <li>• Review Specialist Timetable.</li> <li>• Explore Sporting School Timeline.</li> </ul> <p>Review SRP to enable collaborative planning time.</p>	<p>Principal, Teaching Staff.  Specialist Staff.</p>		<p>6 months: Review SRP post Census. Explore Collaborative Specialist teaching availability as per classroom timetable.</p>			<p>\$5000</p>	
				<p>12 months: Minimum of 15 sessions of collaborative planning for all three teachers of 1 hour has occurred. Staff collaboration to have positively enhanced staff planning through detailed staff planners. Staff collaboration to have positively enhanced personalisation and differentiation of teaching. No deficit has been accrued through additional employment of teachers to release staff.</p>				



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	Ensure consistent levels of learning growth for every student in Literacy and Numeracy.							
<b>IMPROVEMENT INITIATIVE</b>	Building Practice Excellence. Evaluating Impact on Learning.							
<b>STRATEGIC PLAN TARGETS</b>	By 2020: <ul style="list-style-type: none"> <li>To attain 100% high or medium relative growth in NAPLAN for all domains.</li> <li>100% of students reaching school identified reading benchmarks.</li> <li>A minimum of 12 months growth in EOI for every student.</li> </ul>							
<b>12 MONTH TARGETS</b>	All P-2 students to have completed EOI. All Prep students to attain Reading Level Benchmark of Level 5. Measure levels of attainment of Reading Level Benchmarks in December – Prep at Level 5, Year One at Level 15, Year 2 at Level 20, Year 3 at Level 25 and Year four at Level 30. Minimum of three quotes for school-based assessment tracking system.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Investigate whole school data collection, including assessment tools to demonstrate student growth.	Investigate, purchase and implement a data collection system suitable for small schools. <ul style="list-style-type: none"> <li>Contact schools in OLC as to their data collection systems.</li> <li>Discuss options with School Technician.</li> </ul>	Principal.	By end of Term Three.	6 months:	● ● ●		\$1000 allowed for data-system annually.	
				12 months: Minimum of three quotes for school-based assessment tracking system.				
	Ensure all students in Years Foundation to Year Two are tested on the EOI to inform ILIPs and Teacher Planning and Delivery. <ul style="list-style-type: none"> <li>Familiarise Early Years teachers with EOI.</li> <li>Prioritise testing time for EOI with Early Years Staff.</li> <li>PLT post EOI to analyse data by all teaching staff.</li> <li>EOI data to be stored centrally – 2017 as base-line data.</li> <li>EOI information used in ILIPs.</li> </ul>	Teaching Staff.	End of Term 1, 2017.	6 months: All P-2 students to have completed EOI.	● ● ●		\$500 for CRT release for testing	
				12 months: February 2018 – measurement of EOI Growth for each student.				
	Establish triangulation of data as an agreed teacher moderation practice. <ul style="list-style-type: none"> <li>Moderation PLT to occur inline with Whorouly PS Assessment Schedule.</li> <li>Moderation to be attended by all teaching staff (3).</li> <li>Moderation to be basis for PLTs for Whorouly PS.</li> </ul>	Principal, Teaching Staff.	Moderation to occur by Week 10 of each Term, 2017.	6 months: Minimum of 10 PLTs for Whorouly PS. Each PLT to contain Learning Data Analysis Focus. Moderation in Literacy to have occurred twice against VicCurric.	● ● ●			
				12 months: Minimum 25 PLTs for Whorouly PS over 2017. Whorouly PS Assessment Schedule has been adhered to as per data and results. Whorouly PS Assessment Schedule has been reviewed.				





## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		Strengthen the school as a Learning Community.							
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		Parents and Carers as Partners.							
<b>STRATEGIC PLAN TARGETS</b>		<p>By 2020:</p> <ul style="list-style-type: none"> <li>• Reduce student absence to below 12 days per student per year.</li> <li>• The “Trust In Parents” measure on the Staff Opinion to be at 90% or greater.</li> <li>• 100% return rate for Entry Health Questionnaire.</li> <li>• Demonstrate an increase in family involvement in the school using locally collected data.</li> <li>• All School Climate measures on Parent Opinion Survey to be 6.0 or above.</li> </ul>							
<b>12 MONTH TARGETS</b>		<p>Over 50% of families attending all four school-based events.            100% of families to have attended a school-based event.            100% of Prep Health Questionnaires Returned.</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Create opportunities for students to lead family involvement in school activities.	Create a local data collection of family involvement in school activities to get a clear picture of family involvement. <ul style="list-style-type: none"> <li>• Principal to devise with Business Manager.</li> <li>• Principal to ensure Data Collection at School Events.</li> <li>• Data to be discussed at Staff Meetings, presented to School Council and Parents and Friends for discussion in Term Four.</li> </ul>	Principal, Business Manager.	Term One, Term Four.	6 months: Over 50% of families attending all four school-based events. 80% of families to have attended a school-based event.	● ● ●				
				12 months: Over 50% of families attending all four school-based events. 100% of families to have attended a school-based event.	● ● ●				
	Organise at least one student led family activity per term. <ul style="list-style-type: none"> <li>• Term One Activity – Get to Know You BBQA linked to SAKG with opportunity to discuss school expectations of Early Years Home Support for Literacy Development.</li> <li>• Term Two Activity – Asian Celebration Event.</li> <li>• Term Three Activity – Indigenous Event (potential Art/Movies project).</li> <li>• Term Four – Post-Canberra Camp activity.</li> </ul>	Principal, staff.  Fran: Term One event. Fran and Pauline: Term 2. Lauren: Term 3. Pauline: Term 4.	Each Term.	6 months: Over 50% of families attending all four school-based events. 80% of families to have attended a school-based event.	● ● ●				
				12 months: Over 50% of families attending all four school-based events. 100% of families to have attended a school-based event.	● ● ●		\$500 – School Based Activities.		
	<ul style="list-style-type: none"> <li>• Events to be developed by all teaching staff.</li> <li>• Ensure students from each year level have opportunities to lead.</li> <li>• Ensure activities are from a variety of</li> </ul>								



	curriculum areas.								
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# 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 (First Entered as of 2016 Review Self-Assessment)	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Yes	2 - Evolving	[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.]
	<b>Curriculum planning and assessment</b>	Yes	2 - Evolving	
	Evidence-based high impact teaching strategies	Yes	2 - Evolving	
	Evaluating impact on learning	Yes	3 - Embedding	
Professional leadership	<b>Building leadership teams</b>	No	2 - Evolving	
	Instructional and shared leadership	No	2 - Evolving	
	Strategic resource management	No	3 - Embedding	
	Vision, values and culture	No	2 - Evolving	
Positive climate for learning	<b>Empowering students and building school pride</b>	No	2 - Evolving	
	<b>Setting expectations and promoting inclusion</b>	No	4 - Excelling	
	Health and wellbeing	No	3 - Embedding	
	Intellectual engagement and self-awareness	No	3 - Embedding	
Community engagement in learning	<b>Building communities</b>	Yes	3 - Embedding	
	Global citizenship	No	2 - Evolving	
	Networks with schools, services and agencies	No	3 - Embedding	
	Parents and carers as partners	Yes	2 - Evolving	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Considerations for 2018:</b>				

