

Annual Implementation Plan: for Improving Student Outcomes

School name: Winters Flat Primary School

School number: 652

Year: 2017

Based on strategic plan: 2016 - 2019

Endorsement:

Principal **Paul Frye**

February 2017

Senior Education Improvement Leader **Ben Johnstone-McCloud**

2017

School council **Katie Wilson**

20 March 2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To improve the teaching and learning of literacy and numeracy across the whole school. To develop a culture of high expectations of teaching and learning through the implementation of a consistent teaching approach and reflective practices. To build highly motivated students who are accountable for and value their learning. To establish a culture of collective accountability. To implement sound resourcing strategies which will ensure improved outcomes for students. 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

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.

A focus on excellence in teaching and learning will consolidate the work already underway within the school. The school is working towards the development of a cohesive, documented approach to planning and curriculum delivery across the school. This will also include refinement of assessment practices which will more accurately use data to contribute to planning and the delivery of a differentiated curriculum, and lead to embedding a clearly understood pedagogical framework throughout the school. This will support the academic goals in our strategic plan.

A further focus of this AIP is empowering students and building school pride. Following our recent successes in the fields of student leadership and sustainability education, we will be consolidating and extending our work in these areas. In undertaking this work, we will be aiming to improve outcomes relating to student motivation and school connectedness.



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">• To develop a culture of high expectations of teaching and learning through the implementation of a consistent teaching approach and reflective practices.• Establish modes of feedback and reflection to improve the capacity of all staff, and to increase accountability across the school.• Explore ways to provide support, feedback and observations to ensure a consistent approach to teaching and learning
Empowering students and building school pride	<ul style="list-style-type: none">• To embed the use of ICT across and between all levels using existing and new technologies to enhance and stimulate learning.• To further embed the Student Leadership program across the school so that student voice is heard.• To increase teacher understanding and use of the School-Wide Positive Behaviour Support Framework• To further develop our sustainability education initiatives supported by the ResourceSmart program.• To further develop community relationships, including with the Koorie community



Framework for Improving Student Outcomes

Published: February 2016

Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<p>To improve teaching and learning of literacy and numeracy across the whole school.</p> <p>To develop a culture of high expectations of teaching and learning through a consistent teaching approach and reflective practices.</p>																														
IMPROVEMENT INITIATIVE	Building Practice Excellence																														
STRATEGIC PLAN TARGETS	<p>To increase the percentage of students achieving at or above expected growth (measured by NAPLAN) in literacy and numeracy.</p> <table border="1" data-bbox="549 808 1210 1039"> <thead> <tr> <th>NAPLAN (low category)</th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21.7%</td> <td><10%</td> </tr> <tr> <td>Writing</td> <td>31.8%</td> <td><15%</td> </tr> <tr> <td>Spelling</td> <td>8.7%</td> <td><5%</td> </tr> <tr> <td>Grammar/Punctuation</td> <td>26.1%</td> <td><15%</td> </tr> <tr> <td>Numeracy</td> <td>17.4%</td> <td><10%</td> </tr> </tbody> </table> <p>To increase the percentage of students achieving above the expected levels in AUSVELS.</p> <table border="1" data-bbox="549 1228 1210 1459"> <thead> <tr> <th>AUSVELS</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading and viewing</td> <td>88.9%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>88.1%</td> <td>95%</td> </tr> <tr> <td>Number and Algebra</td> <td>90.3%</td> <td>95%</td> </tr> </tbody> </table>	NAPLAN (low category)	2015	2018	Reading	21.7%	<10%	Writing	31.8%	<15%	Spelling	8.7%	<5%	Grammar/Punctuation	26.1%	<15%	Numeracy	17.4%	<10%	AUSVELS	2014	2018	Reading and viewing	88.9%	95%	Writing	88.1%	95%	Number and Algebra	90.3%	95%
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12 MONTH TARGETS	<p>NAPLAN Growth Targets (Years 3-5)</p> <p>Reading NAPLAN Growth – decrease percentage of students in low growth category from 28.6% to 20%</p> <p>Writing NAPLAN Growth - decrease percentage of students in low growth category from 23.8% to 18%</p> <p>Spelling NAPLAN Growth - decrease percentage of students in low growth category from 23.8% to 15%</p> <p>Grammar / Punctuation NAPLAN Growth- decrease percentage of students in low growth category from 19% to 16%</p> <p>Numeracy NAPLAN Growth - decrease percentage of students in low growth category from 20% to 10%</p> <p>AUSVELS Targets</p>																														



		Improve % of students achieving at or above expected levels for Reading and Viewing from 86.9% to 91% Improve % of students achieving at or above expected levels for Writing from 85.2% to 91% Improve % of students achieving at or above expected levels for Number and Algebra from 86.8% to 91%						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To develop a culture of high expectations of teaching and learning through the implementation of a consistent teaching approach and reflective practices.	<ul style="list-style-type: none"> Create whole-school planning documents and common assessment tasks Continue to provide Professional Learning for staff in the implementation of the NZ Maths framework Continue to provide Professional learning to Words Their way (Spelling program) 	Jackie Haines (LT)	Nov 2017	6 months: Students will experience more consistently effective teaching.	● ● ●			
				12 months: Students will achieve improved numeracy and spelling results as a result of consistently effective teaching strategies being implemented across the school.	● ● ●			
Establish modes of feedback and reflection to improve the capacity of all staff, and to increase accountability across the school.	<ul style="list-style-type: none"> Establishment of professional learning teams (PLTs) focussing on assessment moderation and modes of peer to peer classroom observation in light of new learning spaces Explore ways to provide support, feedback and observations to ensure a consistent approach to teaching and learning Explore ways to provide support to teachers to ensure a consistent approach to teaching and learning Explore options for data collection 	Jackie Haines and Leadership team	Nov 2017	6 months: Teacher effectiveness is starting to improve as a result of increased access to valuable data and feedback.	● ● ●			
				12 months: Teacher effectiveness continues to improve as a result of increased access to valuable data and feedback, and student learning outcomes improve as a result.	● ● ●			

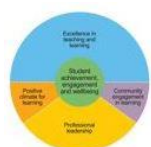


<ul style="list-style-type: none"> • Explore ways to provide support, feedback and observations to ensure a consistent approach to teaching and learning 	<ul style="list-style-type: none"> • Explore ways to provide support, feedback and observations including teacher to teacher, and student to teacher to ensure a consistent approach to teaching and learning • Establish mentoring of new teachers • PD in feedback teacher-student, student-teacher • Develop a culture of feedback to, and from students • Explore options for data collection 	Jackie Haines and Leadership team	Nov 2017					
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To build highly motivated students who are accountable for and value their learning.																		
IMPROVEMENT INITIATIVE		Empowering students and building school pride																		
STRATEGIC PLAN TARGETS		<p>"Student attitudes to school" survey results</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student motivation</td> <td>4.48</td> <td>4.56</td> </tr> <tr> <td>School connectedness</td> <td>4.20</td> <td>4.40</td> </tr> <tr> <td>Classroom behaviour</td> <td>2.78</td> <td>3.50</td> </tr> </tbody> </table>								2015	2018	Student motivation	4.48	4.56	School connectedness	4.20	4.40	Classroom behaviour	2.78	3.50
	2015	2018																		
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12 MONTH TARGETS		<p>Improve Student Motivation (as measured by the Student Attitudes to School Survey) from 4.46 in 2016 to 4.52 Improve School Connectedness (as measured by the Student Attitudes to School Survey) from 4.44 in 2016 to 4.5 Improve Classroom Behaviour (as measured by the Student Attitudes to School Survey) from 2.76 in 2016 to 3.1</p>																		
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHE N	SUCCESS CRITERIA	MONITORING															
					Progress Status	Evidence of impact	Budget													
							Estimate	YTD												
To embed the use of ICT across and between all levels using existing and new technologies to enhance and stimulate learning.	<ul style="list-style-type: none"> Purchase more computers Every teacher to access at least one video conference per year Develop a shared list of ICT sites and resources for all curriculum areas Provide regular "in house" PD about use of Smart Boards and forms of ICT. 	Principal	Term 1 Throughout the year	6 months: New computers are purchased and students are starting to access a broader range of learning opportunities.	● ● ●															
				12 months: Enhanced and more stimulating student learning is occurring through increased access to ICT.	● ● ●															
To further embed the Student Leadership program across the school so that student voice is heard.	<ul style="list-style-type: none"> Expand student leadership teams with the addition of Curriculum and Cultural teams, with two teachers assigned to each student leadership team. Provide leadership development training for students Strong links are made with local community and other schools. Invite past students and parents to present success stories and career options 	Jeanette McMahon and Leadership Team	Throughout year	6 months: New student leadership teams elected according to expanded student leadership team structure. An increased number of students are exposed to a broader range of student leadership opportunities.	● ● ●															
				12 months: Each of the student leadership teams is functioning in a highly effective manner and has implemented several student led initiatives Student Leadership program visible throughout the school and embedded in school culture. Students have undertaken a formal reflection process to evaluate their leadership journey. Students have significantly developed their leadership skills and knowledge.	● ● ●															
To increase teacher		PBIS team		6 months: Positive behaviour is increasing and negative behaviours are decreasing.	● ● ●															



<p>understanding and use of the School-Wide Positive Behaviour Support Framework</p>	<ul style="list-style-type: none"> • Positive Behaviour in Schools (PBIS) topics on regular meeting agenda • 1 dedicated PBIS staff meeting per term • Review our PBIS processes and procedures • Provide refreshers about PBIS 		<p>Throu ghout year</p>	<p>12 months: Students are feeling safer, happier and more connected at school, which in turn is having a positive impact on student learning.</p>	<p>● ● ●</p>			
<p>To further develop our sustainability education initiatives supported by the Resource Smart</p>	<ul style="list-style-type: none"> • Establish a Sustainability Sub-Committee of School Council. • School community, sustainability leaders and Sustainability Sub-Committee of School Council involved in update and review of School Environmental Management Plan (SEMP), sustainability policies, web page and curriculum documents. Documents made available to school community • Resource Smart 5 star rating are maintained at WFPS through involvement of community leaders, Sustainability Curriculum, Scope and Sequence, SEM, SAKGP, Links with local community/ schools strengthened. • SAKGP curriculum document developed in consultation with teachers. Made available to school community through school web site. 	<p>School sustainability sub-committee (Jeanette McMahon)</p>	<p>Throu ghout year</p>	<p>6 months: Enriched student learning is occurring through stronger links between the SAKG program and all other areas of the curriculum.</p> <p>12 months: Students are exposed to a broader range of learning opportunities arising from closer links with community groups and an increased understanding of global and local environmental issues.</p>	<p>● ● ●</p>			
<p>To maintain community relationships, including with the Koorie community</p>	<ul style="list-style-type: none"> • Begin process of renaming Houses to Koorie names • New student Koorie and Cultural leadership team established • Recommence work with our allocated Koorie Education Support Officer. • Continue formal Welcome to Country ceremony in the first month of each year. 	<p>Koorie / Cultural Student Leadership team</p>			<p>● ● ●</p>			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To implement sound resourcing strategies which will ensure improved outcomes for students.							
OTHER IMPROVEMENT MODEL DIMENSIONS		Productivity							
STRATEGIC PLAN TARGETS		Improvement in the results of staff survey in:							
			2015	2018					
		Teacher collaboration	72.00	90.00					
		Collective focus on student learning	81.67	95.00					
	Guaranteed and viable curriculum	75.00	95.00						
12 MONTH TARGETS		<p>Teacher Collaboration (as measured by the Staff Opinion Survey) to improve from 79.56 in 2016 to 85 in 2017.</p> <p>Collective Focus on Student Learning (as measured by the Staff Opinion Survey) to improve from 83.21 in 2016 to 89 in 2017.</p> <p>Guaranteed and viable curriculum (as measured by the Staff Opinion Survey) to improve from 81 in 2016 to 88 in 2017.</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
To complete the building program.	<ul style="list-style-type: none"> Continue working with DET to finalise funding for building. Support DET through the tender process Work in partnership with the construction company throughout the building process 	Building Team Prin School council DET reps Whole staff (Jackie Haines)	December 2017	6 months: Funding arrangements finalised and tender process completed. Planning for transition into new building under way	● ● ●				
				12 months: Building works completed and classes ready to start using the new building.	● ● ●				
Ensure that all learning spaces are used to their potential with differentiated curriculum and small, medium and large groupings evident throughout the school in the literacy and numeracy program	<ul style="list-style-type: none"> Visit other schools to see how new flexible learning spaces are used in different ways to enhance student learning. All teachers to implement a team teaching session using shared learning spaces at least once per semester. 	Principal and Leadership Team	Before June 2017	6 months: Staff developing a better understanding of team teaching options and effective teaching strategies for using flexible learning spaces.	● ● ●				
			Each semester	12 months: Regular use of team teaching and strategies for making effective use of flexible learning spaces is occurring, which is allowing for enhanced student learning.	● ● ●				



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

