

Annual Implementation Plan: for Improving Student Outcomes

School name: Wandong Primary School

Year: 2019 based on strategic plan 2017-2020

GOAL 1: By the end of 2020, there will be improved student outcomes in Literacy and Numeracy.					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO?	WHEN?	MONITORING	
				Progress Status	Evidence of impact
Embed a culture consistent with Professional Learning Communities across the whole school	Provide professional learning around PLCs	SIT		● ● ●	School Leaders will: <ul style="list-style-type: none"> - Attend common planning and provide feedback to staff on PLC behaviours - Effectively use the Inquiry Change Cycle - Use the Maturity Matrix to set goals and track progress - Have a greater understanding of the next point of learning for our staff - Recognise and document progression along the PLC Maturity Matrix - SIT to receive feedback from middle-leaders on PLC professional learning and progress towards AIP goals - More closely track AIP goals with a greater focus within SIT meetings Teachers will: <ul style="list-style-type: none"> - Contribute and work towards a shared vision as part of a PLC - Demonstrate progression along the PLC Maturity Matrix - Demonstrate an understanding of working effectively in a PLC (new staff) - Apply learnt knowledge and understanding of working effectively within a PLC (existing staff) - Have a greater understanding of the Inquiry Cycles and be able to work fluidly between multiple cycles - Modify their PLC behaviours according to feedback
	Allocate PLC meeting time in the professional learning schedule	Leadership		● ● ●	
	Embed process of Inquiry Change Cycle in a variety of contexts, including relational and educational	All Staff		● ● ●	
	Upskill new staff on PLC philosophy and professional learning from 2018	Leadership PLC Leaders		● ● ●	
Increase teacher capacity to deliver an effective Literacy program.	Provide targeted professional learning around instructional practices to suit specific purposes for Reading and Writing	LS		● ● ●	Leaders will: <ul style="list-style-type: none"> - Observe and document improved teaching practice as a result of Professional Learning - Support, monitor and evaluate the implementation and impact of the actions - Attend PLC meetings to support teams and increase teacher capacity to effectively cater for their students - Develop, revise and monitor assessment criteria - Conduct learning walks and provide staff with targeted feedback - Model effective Literacy practices - Build their capacity to deliver effective professional learning - Observe increased staff capacity to plan using the workshop model - Have a greater knowledge of staff development needs as a result of collecting effective observational data during learning walks Teachers will: <ul style="list-style-type: none"> - Demonstrate an improved understanding of instructional practices used for Reading and Writing - Select appropriate instructional practices for Reading and Writing to suit their students' needs - Conduct Reading and Writing conferences as a part of daily practice - Support students to be highly effective users of Reader's and Writer's Notebooks - Demonstrate an improved understanding of Goal Setting and Feedback as HITS - Use assessment data to set individual and class goals Students will: <ul style="list-style-type: none"> - Develop a greater sense of engagement and motivation toward Literacy - Contribute through increased opportunities for student voice - Articulate the language of reading and writing - Articulate, understand, practise and reflect on learning goals
	Support staff to select the appropriate instructional practice to differentiate learning in Reading and Writing	LS		● ● ●	
	Introduce Reader's Notebooks and embed practice of using Writer's Notebooks to ensure authentic literacy and increase student choice and voice	AS		● ● ●	
	Develop staff understanding of Goal Setting and Feedback as part of the HITS	LS		● ● ●	
	Further develop staff capability in using assessment criteria to set student goals in Reading and Writing	LS		● ● ●	
	Support new staff in establishing Reading and Writing conferences, and embed a consistent process in conducting conferences and providing feedback to students across the school	LS		● ● ●	
	Improve staff ability to accurately teach and assess reading fluency	LS		● ● ●	
	Develop consistent planning and practice of open-cycle writing units of study	AS		● ● ●	
Increase teacher capacity to deliver an effective Numeracy program	Re-establish consistency in the delivery of effective lesson structure	LS		● ● ●	Leaders will: <ul style="list-style-type: none"> - Provide targeted Professional Learning to all staff - Support, monitor and evaluate the implementation and impact of the actions - Attend PLC meetings to support teams and increase teacher capacity to effectively cater for their students - Understand staff capacity to develop, revise and monitor assessment practices - Conduct learning walks and provide staff with targeted feedback - Build their knowledge and skills around best practice in Numeracy - Observe and document increased staff confidence in teaching Numeracy
	Create comprehensive class data profiles to guide teaching and learning and provide feedback to students on progress	All Staff LS		● ● ●	
	Introduce effective differentiation in mathematics learning tasks	All Staff LS		● ● ●	

Introduce number talks	LS		● ● ●	<p>Teachers will:</p> <ul style="list-style-type: none"> - Deliver lessons in a consistent structure across the school - Follow the assessment schedule and use data to create class data profiles - Effectively differentiate learning tasks - Use number talks as part of the effective lesson structure - Explicitly plan for problem solving as part of the lesson launch and differentiated learning time - Begin to use mathematics conferencing as part of daily practice - Set learning goals and provide students with timely feedback <p>Students will:</p> <ul style="list-style-type: none"> - Develop a greater sense of engagement and motivation toward Mathematics - Articulate the language of Mathematics - Develop problem-solving strategies - Articulate, understand, practise and reflect on learning goals - Provide feedback on lesson structure and their engagement
Establish best practice model for problem solving	All Staff LS		● ● ●	
Revise assessment schedule and introduce new assessment tools	All Staff LS		● ● ●	
Support staff in planning differentiated learning tasks to suit their class data profiles	All Staff LS		● ● ●	
Expand the use of mathematics conferencing in order to set goals and provide feedback	All Staff LS		● ● ●	

GOAL 2: By the end of 2020, there will be improved engagement levels.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO?	WHEN?	MONITORING	
				Progress Status	Evidence of impact
Increase student attendance rates	Consolidate processes and build staff capacity to monitor, track and act on student absences	All Staff		● ● ●	<p>Leadership will:</p> <ul style="list-style-type: none"> - Increase their repertoire of strategies to increase attendance and use them effectively - Have a thorough knowledge of their student's attendance and know the background narratives for each student in their class in relation to absences - Collate and review 2018 absence data <p>Teachers will:</p> <ul style="list-style-type: none"> - Increase their repertoire of strategies to increase attendance and use them effectively - Have a thorough knowledge of their student's attendance and know the background narratives for each student in their class in relation to absences - Play a greater role in regularly monitoring, tracking and acting on student absences - Hold effective support group meetings with our 'at risk' families <p>Students will:</p> <ul style="list-style-type: none"> - Increase their data literacy skills in regards to attendance - Be aware of their own attendance and track their progress - Value the importance of attending school
	Develop processes that acknowledge and celebrate attendance rates at classroom, unit and whole school level	All Staff		● ● ●	
	Introduce 'Overcoming School Refusal' strategies	SIT		● ● ●	
	Continue to implement 'Every Day Counts' strategies	Leadership		● ● ●	
	Allocate 'at risk' families to SIT members to oversee	All Staff		● ● ●	
Provide support for our 'at risk' students'	Continue to provide reading intervention	Principal		● ● ●	<p>Leaders will:</p> <ul style="list-style-type: none"> - Prioritise and resource appropriate interventions - Provide funding to allow the School chaplain to work an extra day per week with students who require targeted support - Provide the necessary professional development for effective ILP use - More effectively cater for students' learning needs - Liaise with SSOs regarding how best to support our students - Have an increased awareness of progress and effectiveness of supports for at risk students <p>Teachers/Education Support staff will:</p> <ul style="list-style-type: none"> - Maintain updating of ILPs every five weeks - Have a greater understanding around the effective use of ILPs - Link ILPs to student goals and learning tasks - Ensure all ES staff are aware of the ILP targets and strategies for the students they work with - Provide necessary support for students on ILPs to achieve their goals - More effectively cater for students' learning needs - Deliver teaching at point of need/differentiate <p>Students will:</p> <ul style="list-style-type: none"> - Understand their individual learning targets - Be aware of their progress against their goals - Achieve their individual targets
	Ensure effective ILP processes are embedded across the school	AP		● ● ●	
	Provide human resources to support at risk students	Principal		● ● ●	

2019 TARGETS- Wandong Primary School

Goal 1	By the end of 2020, there will be improved student outcomes in Literacy and Numeracy.	Goal 2	By the end of 2020, there will be improved engagement levels.
12 month targets	<p>Improve growth of relative gain for NAPLAN: R: 17% (low), 623% (medium) 20% (high). W: 37% (low), 40% (medium) 23% (high). N: 17% (low), 58% (medium) 25% (high).</p> <p><u>% grade three students above expected level - bands 5/6</u> R: 44% W: 39% M: 18%</p> <p><u>% grade five students above expected level - bands 7/8</u> R: 36% W: 13% M: 18%</p> <p><u>% grade three students below expected level - bands 1/2</u> R: 22% W: 9% M: 18%</p> <p><u>% grade five students below expected level - in bands 3/4</u> R: 9% W: 9% M: 9%</p> <p>Teacher Judgement: Increase the percentage of Prep-6 students performing above expected level in all dimensions of English and Mathematics -</p> <p>Reading 41% Writing 23% Mathematics 18%</p> <p>Decrease the percentage of students performing below expected level in all dimensions of English and Mathematics -</p> <p>Reading 8% Writing 12% Mathematics 4%</p>	12 month targets	<p><u>Attitude to Schools Data:</u></p> <p>Stimulating Learning to be at least 88%</p> <p>Teacher Concern to be at least 88%</p> <p>Learning Confidence to be at least 90%</p> <p>Student Voice and Agency to be at least 85%</p> <p>Managing Bullying to be at least 88%</p> <p><u>Attendance:</u></p> <p>Average days absent across the school to be 13.0 days or less.</p> <p>Reduce unapproved absences</p>