

Annual Implementation Plan: for Improving Student Outcomes

School name: Woolsthorpe Primary School

Year: 2017

School number: 0688

Based on strategic plan: 2017-2020

Endorsement:

Principal Simon Perry 21/2/2017

Senior Education Improvement Leader Tony Fowler

School council Simon Cuzens

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	✓	
<p>We will strengthen and improve student and staff health and wellbeing by ensuring there is a proactive learning and teaching approach to health and wellbeing across the school community by:</p> <ul style="list-style-type: none"> Developing and implementing an agreed and documented whole of community approach to build staff and student health and wellbeing. Maintaining and enhancing the school's Trademark values/behaviours and learning community culture, with a focus on health and wellbeing. Developing an agreed documented strategic approach to managing the health and wellbeing needs of the school community including identifying risk factors, mapping changes and ensuring clear pathways of support are available for students, staff and parents. Developing and implementing an agreed and documented whole school program to increase physical activity of all students. 	Excellence in teaching and learning	Building practice excellence		
		<i>Curriculum planning and assessment</i>	✓	
	Professional leadership	Positive climate for learning	Building leadership teams	
			<i>Health and Wellbeing</i>	✓
	Setting expectations and promoting inclusion			
Community engagement in learning	Building communities			

Improvement Initiatives rationale:	
<p>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.</p>	
<p>As part of our school review in 2016 we discussed the changing dynamics of our school community and a question we came up with was <i>How does the school community build students' capacity to cope in an increasingly changing world?</i> These discussions also lead us to think about how we support our staff and parents in an ever-changing world with a specific focus on health and wellbeing. Therefore we felt a focussed 'whole of community' approach to health and wellbeing was a need for focus moving into 2017/2018 across the school community.</p>	
<p>Key areas for improvement in wellbeing identified in our Peer Review in 2016 included:</p> <ul style="list-style-type: none"> Develop an agreed documented strategic approach to managing the health and wellbeing needs of the school community including identifying risk factors, mapping changes and ensuring clear pathways of support are available for students, staff and parents. Develop a strategic approach to managing the wellbeing needs of the school including identifying risk factors, mapping changes and ensuring clear pathways of support are available. Maintain and enhance the school's Trademark values/behaviours and learning community culture, with a focus on health and wellbeing. Review current policies and practices related to health and wellbeing, at a school community level, to ensure that needs are being met. 	
<p>Key improvement strategies (KIS)</p> <p>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.</p>	
Improvement initiative:	Key improvement strategies (KIS)
Positive climate for learning <i>health and wellbeing</i>	<ul style="list-style-type: none"> Develop an agreed documented strategic approach to managing the health and wellbeing needs of the school community including identifying risk factors, mapping changes and ensuring clear pathways of support are available for students, staff and parents. Continue to develop and enhance the student leadership program and build further opportunities for students to contribute to the wellbeing of others i.e. Student Leaders Congress. Maintain and enhance the school's Trademark values/behaviours and learning community culture, with a focus on health and wellbeing.



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		Strengthen and improve student and staff health and wellbeing by ensuring there is a proactive learning and teaching approach to health and wellbeing across the school community. <i>How does the school community build students' capacity to cope in an increasingly changing world?</i>						
IMPROVEMENT INITIATIVE		Positive climate for learning- Health and wellbeing						
STRATEGIC PLAN TARGETS		Based on 2016 Student Attitudes to School Survey, raise/maintain: Student Relationships <ul style="list-style-type: none"> Connectedness to peers, 4.40 2016 (State 4.31) Target 4.50 Student Safety, 4.70 2016 (State 4.35) Target 4.60 Wellbeing <ul style="list-style-type: none"> Student Distress, 6.41 2016 (State 5.91) Target 6.00 Student Morale, 6.11 2016 (State 5.69) Target 6.00 Based on 2016 School Staff Opinion Survey, maintain all components areas of school climate at 90.0% and above. Based on 2016 School Parent Opinion Survey, raise/maintain: <ul style="list-style-type: none"> Connectedness to Peers 6.15 2016 (State 5.85) Target 5.90 Social Skills 6.17 2016 (State 5.73) Target 5.85 School Connectedness 6.26 2016 (State 5.74) Target 5.95 Using the continua for school improvement (criteria) our school will be Excelling in all areas of Health and wellbeing by 2020.						
12 MONTH TARGETS		Based on 2016 Student Attitudes to School Survey, raise/maintain : Student Relationships <ul style="list-style-type: none"> Connectedness Target 4.45 in 2017 Student Safety Target 4.60 in 2017 Wellbeing <ul style="list-style-type: none"> Student Distress Target 6.00 in 2017 Student Morale Target 6.00 in 2017 Based on 2016 School Staff Opinion Survey, maintain all components areas of school climate at 90.0% and above in 2017 . Based on 2016 School Parent Opinion Survey, raise/maintain: <ul style="list-style-type: none"> Connectedness to Peers Target 5.90 in 2017 Social Skills Target 5.85 in 2017 School Connectedness Target 5.95 in 2017 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To Develop an agreed documented strategic approach to managing the health and wellbeing needs of the school community including identifying risk factors, mapping changes	Evaluate & Diagnose In order to develop a clear strategic approach to managing health and wellbeing in our school community we will: <ul style="list-style-type: none"> Review current school policies, programs and practices related to health and wellbeing to ensure that our local needs are being met. 	All staff Principal School Council	By end of Term 2	6 months: Produce and present findings of policy/practice reviews and research at staff meeting/PLTs/meeting forums Results of consultation collated, documented and circulated to staff and shared with School Council	● ● ●		\$3000 for CRT release and PD	



<p>and ensuring clear pathways of support are available for students, staff and parents.</p>	<ul style="list-style-type: none"> Research health and wellbeing practices in other schools (local network) and present these for consultation with staff. Through the 2017 Student Leaders Congress students will identify local risk factors and changes happening in our local community, in relation to Health and Wellbeing. Map current health and wellbeing programs using the Victorian Curriculum resources. i.e. <i>Health and Physical Education scope and sequence document</i>. http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence <p>Q: What are our students, staff and community needs and risk factors in regards to health and wellbeing?</p> <p><i>i.e. Adolescence Mental Health, Resilience, Healthy Eating, Physical Activity/Movement</i></p>			<p>12 months:</p> <p>Professional Learning (network/local) undertaken by staff, focused on health and wellbeing.</p> <p>Reporting of Health and Physical Education using Victorian Curriculum in student reports.</p> <p>Projects from the Student Leaders Congress will find local risk factors and changes in our local communities in relation to Health and Wellbeing. This information will help guide our school community health and wellbeing plan. Projects will also contribute to the wellbeing of other students and people in our community.</p>	<p>● ● ●</p>			
	<p>Prioritise & set goals</p> <p>Prioritise in order of school community needs:</p> <p><i>i.e. Adolescence Mental Health, Resilience, Healthy Eating, Physical Activity/Movement</i></p> <p>Prepare and present health and wellbeing goals we will have in place to staff/school council for review and further feedback</p> <p>Develop draft KIS and goals for 2018 AIP along with common staff PDPs in readiness for the 2018 cycle.</p>	<p>All staff Principal School Council</p>	<p>By end of term 3</p>	<p>6 months:</p> <p>12 months:</p> <p>Develop draft KIS and goals for 2018 AIP.</p> <p>Draft PDP goals developed for all staff to use in 2018 PDPs.</p>	<p>● ● ●</p> <p>● ● ●</p>			
	<p>Develop & Plan</p> <p>From the goals develop and plan an agreed timeline and documented whole school community approach to health and wellbeing (actions).</p> <p>Prepare and present a draft implementation plan for staff, school council input and follow up with a consultation.</p> <p>Prepare and cost a professional learning plan.</p>	<p>All staff Principal School Council</p>	<p>By end of term 4</p>	<p>6 months:</p> <p>12 -18 months:</p> <p>Draft plans completed. Results of consultation collated, documented and circulated to staff.</p> <p>Final health and wellbeing school plan documented in an iBook for the school community, published on our website etc.</p>	<p>● ● ●</p> <p>● ● ●</p>		<p>\$2000 CRT release for staff to design complete documentation</p>	
	<p>Implement & Monitor</p> <p>Implementation new plan initiated.</p> <p>In all PLTs and meeting forums going forward have a standing agenda item to discuss progress of implementation of our health and wellbeing approach.</p>	<p>All staff Principal</p>	<p>Term 4 and into 2018</p>	<p>6 months:</p> <p>12-18 months:</p> <p>Common PDP goals developed for all staff to use in the 2018 PDP process.</p> <p>Final plan documented in an iBook for the school community, published on our website etc.</p>	<p>● ● ●</p> <p>● ● ●</p>			



Section 2: Improvement Initiatives

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STRATEGIC PLAN GOALS		To improve individual learning outcomes for all students with a focus on literacy and numeracy. <i>How does the school respond to data in a timely and effective way to ensure all students achieve appropriate learning growth?</i>									
IMPROVEMENT INITIATIVE		Excellence in teaching and learning- Curriculum planning and assessment									
STRATEGIC PLAN TARGETS		Improve NAPLAN relative growth (year 3 to year 5) to at least state means in all areas of literacy and numeracy as per following:									
		Reading		Numeracy		Writing		Spelling		G&P	
Growth		Low	High	Low	High	Low	High	Low	High	Low	High
2016		27.3%	45.5%	58.3%	0%	38.5%	15.4%	30.8%	23.1%	38.5%	23.1%
Target		25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
		Based on 2016 School Staff Opinion Survey, maintain all components areas of school climate at 90.0% and above. <i>Using the continua for school improvement (criteria) our school will move from Embedding to Excelling in all areas of Curriculum planning and assessment by 2020.</i>									
12 MONTH TARGETS		Improve NAPLAN relative growth (year 3 to year 5) to at least state means in all areas of literacy and numeracy as per following:									
		Reading		Numeracy		Writing		Spelling		G&P	
Growth		Low	High	Low	High	Low	High	Low	High	Low	High
2016		27.3%	45.5%	58.3%	0%	38.5%	15.4%	30.8%	23.1%	38.5%	23.1%
2017		25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
		Based on 2016 School Staff Opinion Survey, maintain all components areas of school climate at 90.0% and above in 2017.									
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING						
					Progress Status	Evidence of impact	Budget				
							Estimate	YTD			
While continuing to improve our school Student Learning Growth Profile (SLGP), build teacher capacity to use assessment data to inform teaching and plan learning	Evaluate & Diagnose Review our current Student Learning Growth Profile (SLGP) by: <ul style="list-style-type: none">evaluating how we use it to inform teaching and plan learning at individual student point of need (see guiding questions for SSP 2017-2020)adjusting SLGP assessments to align with our	All staff Principal	By end of Term 2	6 months: Produce and present findings of our Student Learning Growth Profile (SLGP) review at planning staff meetings. Professional Learning for all staff using the Insight Assessment Platform complete.	● ● ●		\$3000 for CRT release and PD				
	12 months:			● ● ●							



at individual student point of need.	whole school data plan							
	Review the new DET Insight Assessment Platform tools and evaluate links with our SLGP.							
	Research other schools best practices in data tracking and present these for consultation with staff.							
	Prioritise & set goals							
	In our Professional Learning Teams (PLT)	All staff	By end of Term 2	6 months: Changes made to our staff Go to Packs to reflect our SLGP.	● ● ●			
	<ul style="list-style-type: none"> Revisit our teacher 'Go to Packs' and find links with our SLGP Set common goals for how we will use our updated SLGP to plan learning at individual student point of need Set dates to analyse assessment data in a timely manner to inform teaching and learning 	Principal		Documented improvements to the SLGP spreadsheet will be made by staff.				
			By end of Term 4	12 months: PLT schedule in place with goals and dates for data analyse.	● ● ●			
				Update teacher 'Go to Packs' with PLT schedule details.				
	Develop & Plan							
	Prepare and present a draft implementation plan, including documented changes to our SLGP	All staff	By end of Term 3	6 months:	● ● ●			
In all PLTs and learning forums have a standing agenda item to discuss progress and use of our SLGP and staff Go To Packs.	Principal		12 months: Documented improvements to the SLGP spreadsheet will be made by staff.	● ● ●			\$2000 CRT release for staff to design complete documentation	
Implement & Monitor								
Finalise adjustments to the SLGP spreadsheet for 2018.	All staff	Term 4 and into 2018	6 months:	● ● ●				
In the 2018 teacher 'Go to Packs' add our documented approach to using the SLGP.	Principal		12 months: Common PDP goals developed for all staff to use in 2018 PDPs.	● ● ●				
			PLT agenda and minutes will reflect learning and discussions					



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. For all other initiatives and dimensions, please consult the <i>Focus question and data matrix</i> (link) for suggested enquiry based questions and data sets to be used for investigation.]
	Curriculum planning and assessment	Yes	3 - Embedding	
	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	Yes	3 - Embedding	
	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]				
Next Steps:				

