Annual Implementation Plan: for Improving Student Outcomes

School name: Warringa Park School

School number: 5165

Year: 2017

Based on strategic plan: 2017 - 2021

Endorsement:

Principal Marie Hayes   November 2016

School council Rebecca Cross   November 2016

Senior Education Improvement Leader Helen Hobley   November 2016

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
- To maximise the learning growth of every student   - To deepen student engagement within a rich learning community   - To maximise student wellbeing in a safe, supportive and connected community   - To improve student transitions and pathway provision

Improvement Priorities	Improvement Initiatives	✓
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.

The following areas was highlighted as focus areas in the 2016 Peer Review process:

Excellence in teaching and learning: Third year of Partnership with Melbourne University delivers improved student outcomes in Reading (ABLES: Reading and Writing, Judgement Tool); implementation of the Victorian Curriculum through building teachers understanding and deployment of new Scope and Sequence platform (Staff Opinion Survey – Guaranteed and viable curriculum); strengthening of PLT structure and practice to investigate impact through rigorous assessment and moderation (Staff Opinion Survey - Collective efficacy, Instructional leadership) and partnership with PLC Education State Initiative

Positive climate for learning: developing an effective communication strategy for non-verbal students (identified through peer review), embed preventative behavioural support through PBIS and Team Teach (capital investment of $12000 in 2016) (Staff Opinion Survey – Wellbeing), design and establish later years spaces which maximise student engagement (acquisition of land and new mod 5's at CRC and BRC)(ATSS Y 7-12)

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	1. Strengthen PLT structure and practice 2. Build instructional leadership to ensure a culture of continuous learning
Curriculum planning and assessment	3. Build teacher capacity and knowledge in curriculum, high impact pedagogy and assessment

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Empowering students and building school pride	4. Provide students with a communication strategy, purposeful design learning spaces and clear structures, which promote student voice in a positive learning environment
Setting expectations and promoting inclusion	5. Utilise Positive Behaviour Intervention Support strategies to ensure a positive environment for learning 6. Increase opportunities for families across campuses to engage in learning and social activities 7. Revise the later year campus model to broaden mainstream integration, work experience and post school options for students

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Section 2: Improvement Initiatives: Student achievement – Excellence in teaching and learning

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 not 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	To maximise the learning growth of every student
IMPROVEMENT INITIATIVE	Building practice excellence Curriculum planning and assessment
STRATEGIC PLAN TARGETS	Performance against Victorian Curriculum using teacher judgements: 100 % of students show learning growth Improved Attitudes to School Survey teaching and learning measures: Y 5-6 increase from 4.79 to 4.82 Y 7-12 increase from 4.2 to 4.5 Improved achievement goals set for Individual Learning Plans: 100% of students achieve their ILP goals Improved performance in school developed assessment at whole school or cohort level: Victorian Curriculum Judgement Tool – 50 % of students are working from Foundation level upwards
12 MONTH TARGETS	Performance against Victorian Curriculum using teacher judgements: 100 % of students show learning growth Improved Attitudes to School Survey teaching and learning measures: Y 5-6 increase from 4.79 to 4.80 Y 7-12 increase from 4.2 to 4.3 Improved achievement goals set for Individual Learning Plans: 100% of students achieve their ILP goals Improved performance in school developed assessment at whole school or cohort level: Victorian Curriculum Judgement Tool – 50 % of students are working from Foundation level upwards

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA Targets: 6 months 12 months	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Strengthen PLT structure and practice	All PLT meetings follow the Melbourne University PLT inquiry cycle	PLT leaders A. Hillbrick	Weekly PLT meetings	70 % PLT Leaders use the PLT inquiry Cycle during PLT meetings 100 % of PLT Leaders use the PLT Inquiry Cycle during PLT meetings	🔴🟡🟢	70% of PLT's assess themselves as Emerging based on the Education State PLC Matrix	$ 35 000	
	PLT's develop, collect and interpret a variety of common formative assessment data in Reading Decide what to assess. Decide how to access. Develop the assessment plan. Determine the timeline. Design the assessment.	PLT leaders Reading Team	PLT Meetings PLT Leaders meetings	40% of PLT's develop their own assessments schedule using more than one form of common formative assessment data in Reading 80% of PLT develop their own assessments schedule using a variety of common formative assessment data in Reading		1% increase in students Reading data (ABLES and VC)		
	Participate the PLC Education State Initiative	Leadership	Term 2,3, 4	Identify 3 PLC coaches Identify roles and participate in PLC Education State initiative		Increase in Collective Responsibility: School Climate (Staff Opinion Survey) from 81.74 to 82.0		
	PLT's use the "Reading Strategies Book" by J. Serravallo as research to support students developing and achieving their reading goals	Teachers PLT leaders	Weekly	PLT's use the text to set a reading goal for each of the students in their PLT PLT's track and report students learning goals		100% of students have a Reading goal and is making progress against their goal		
	All members of the PLT actively contribute towards professional discussions and follow through by bringing moderated assessment tasks to PLT meetings	PLT leaders Learning Centre Leaders	Weekly PLT Meetings	70% of PLT's start the meeting with interrogation of moderated assessment data using the Victorian Curriculum Standards 100% of PLT's use moderated assessment data to plan differentiated tasks based on the Victorian Curriculum Standards		Alignment between each students ABLES and Judgement Tool English data within a 6 % variable		
2. Build instructional leadership to ensure a culture of continuous learning	All leaders regularly collect and evaluate data to progress learning (ABLES, Judgement Tool, Oxford Reading levels, Seesaw/Cross Checks, anecdotal notes)	Learning Centre Leaders	Termly	Learning Centre Leaders collect various data sets to place students on an English and Mathematics continuum Learning Centre Leaders track students' progress to ensure all students make progress against their goals.	🔴🟡🟢	All student make progress against their personal goals	$ 115 000	
	Leaders provide constructive feedback during learning walks and follow up on implementation thereof	PLT Leaders Leadership	Fortnightly	Set up the Seesaw platform for feedback and identify personalised goals based on learning walks Develop action plans with staff to improve practices		Increase in Feedback: Professional Learning (Staff Opinion Survey) from 74.14 to 74. 30		
	Engage in the Wyndham Communities of Practice Action Plan: Building Leadership teams	Leadership PLT leaders	Termly	Develop and Action Plan to build leadership team Action Plan is in place and has been acted on		Increase in Instructional Leadership: School Leadership (Staff Opinion Survey) from 70.72 to 71.0		
	PLT Leaders use the "Common Formative Assessment – A toolkit for professional learning communities at work" Bailey & Jakicic to ensure that all students learn at high levels. Meaningful activities are designed to provide feedback to students and teachers.	PLT leaders Leadership	Monthly	PLT leaders are able to set learning targets for students in their PLT's 50% of PLT leaders work with their teams to design common formative assessments		Increase in Collective Focus on Student Learning: School Climate (Staff Opinion Survey) from 79.28 to 79. 80		
	Leaders access Data Literacy Professional Learning at BASTOW	Leadership	PD days	Leaders apply and attend the Digital Literacy PL days at BASTOW Leaders provide PL to PLT leaders on Data Literacy		Increase in Leading Change: School Leadership (Staff Opinion Survey) from 67.84 to 67.95		
	Learning Centre Leaders provide professional learning to staff on the Online PDP Online	All staff	Termly	Staff complete their Mid Cycle review using the PDP Online process Staff complete their End Cycle review using the PDP Online process		Increase in Leaders support for change: School Leadership (Staff Opinion Survey) from 69.57 to 69. 7		

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3. Build teacher capacity and knowledge in curriculum, high impact pedagogy and assessment	Provide staff with professional learning on how to develop priority goals in Reading based on BRC model	Teachers Reading Team	Learning Centre Meetings	All staff engage in developing priority goals in Reading Priority Goals in Reading have been developed	🔴🟡🟢	Increase in Guaranteed and Viable Curriculum: School Climate (Staff Opinion Survey) from 77.57 to 77. 80	$ 243 000
	Place students on an English and Mathematics Continuum to develop teachers ability to moderate assessments (based on Victorian Curriculum Standards)	Teachers PLT's Learning Centres	PLT meetings	Priority learning targets has been set for cohorts of students in PLT's Specific skills and strategies informs the learning targets		Increase in Collective Participation: Professional Learning (Staff Opinion Survey) from 77.75 to 77.90	
	Provide teachers with Professional Learning on the implementation of Reading Conferences with a continuous focus on improving Oxford Reading Levels	Reading Team Teachers	Weekly	All students have a visible Reading Goal displayed in classroom All students track their progress though Reading Conferences		Improved Attitudes to School Survey teaching and learning measures: Y 5-6 increase from 4.79 to 4.80 Y 7-12 increase from 4.2 to 4.3	
	Provide professional learning to develop teacher skills and knowledge to use evidence to inform ABLES Judgements	Teachers SC PLT leaders	Termly	All teachers are familiar on how to use evidence to inform ABLES All teachers use evidence to inform ABLES judgements		53.5% of students are working in Foundation level towards level 5 in ABLES	
	The 2017 Scope and Sequence Inquiry Planner is developed to align with the Victorian Curriculum and implemented across campuses. Develop the Victorian Curriculum two year Scope and Sequence.	Curriculum Committee Teachers	Termly	Teachers are familiar with the 'Growth Mindset' The Victorian Curriculum Scope and Sequence Inquiry planners is been used by all teachers		Increase in Collective Efficacy: School Climate (Staff Opinion Survey) from 71.61 to 71.80	
	New Pedagogies for Deep Learning Competencies (character, citizenship and collaboration) are aligned to the Victorian Curriculum Capabilities	NPDL Coach PLT leaders	Weekly	Teachers are using the Deep Learning Competencies to plan lessons Teachers are confident in using the DLC to plan lessons and is able to align DLC with the Capabilities		55% of students are working in Foundation Levels towards level 5 in ABLES: Capabilities	
	Staff use the Seesaw application as the platform for assessment	Leadership ICT teacher	Weekly/ Daily	70% of teachers are set up to use Seesaw as an assessment application 50% of teachers use the Seesaw app as preferred assessment platform		Increase in Professional Learning: Applicability and renewal of knowledge and skills (Staff Opinion Survey) from 79.54 to 79. 80	
	Teachers monitor 'impact on learning': How do we ensure our new learning is transferring into practice? How do we monitor and reflect on where we are going and where to next? What criteria and data are we using to monitor student learning? How will we know they are learning? How do we respond when students know or aren't learning?	PLT leaders Teachers Leadership	Weekly/ Daily	All teachers have an action plan on how they will monitor their impact on student learning All teachers are able to discuss their impact on classroom data		All students achieve learning growth against their ILP Goals and Caps Plans Increase in the Teachers Self Evaluation Survey by 1%	

Section 2: Improvement Initiatives: Student engagement and wellbeing - Positive climate for learning

STRATEGIC PLAN GOALS	To deepen student engagement within a rich learning community To maximise student wellbeing in a safe, supportive and connected community
IMPROVEMENT INITIATIVE	Positive climate for learning: Empowering students and building school pride
STRATEGIC PLAN TARGETS	Improved Attitudes to School Survey variables, e.g. student relationship variables Y 5-6 increase from 3.54 to 3.7 and Y 7-12 increase from 3.6 to 3.9 Improved Parent Opinion Survey student engagement measures increase from 5.6 to 5.9 Improved performance in school developed assessment at whole school or cohort level 100 % of students show learning growth Improved student attendance, e.g. whole school and/or particular cohorts 22.12 to 22.0 Improved students Attitudes to School Survey wellbeing measures Y 5-6 increase from 5.64 to 5.9 and Y 7-12 increase from 5.35 to 5.6 Improved Parent Opinion Survey student wellbeing measures (Student Behaviour and Student Engagement) 4.96 to 5.1
12 MONTH TARGETS	Improved Attitudes to School Survey variables, e.g. student relationship variables Y 5-6 increase from 3.54 to 3.6 and Y 7-12 increase from 3.6 to 3.7 Improved Parent Opinion Survey student engagement measures increase from 5.6 to 5.7 Improved performance in school developed assessment at whole school or cohort level 100 % of students show learning growth Improved student attendance, e.g. whole school and/or particular cohorts 22.12 to 22.10 Improved students Attitudes to School Survey wellbeing measures Y 5-6 increase from 5.64 to 5.7 Y 7-12 increase from 5.35 to 5.4 Improved Parent Opinion Survey student wellbeing measures (Student Behaviour and Student Engagement) 4.96 to 4.99

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA Targets: 6 months 12 months	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
4. Provide students with a communication strategy, purposeful design learning spaces and clear structures, which promote student voice in a positive learning environment	Identify students preferred way of communication and set up of learning spaces accordingly.	Reading Team Allied Health Teachers	Learning Centre Meetings	Students have an identified communication methods Students are able to use their communication method sufficiently	🔴🟡🟢	Improved students Attitudes to School Survey wellbeing measures Y 5-6 increase from 5.64 to 5.7 Y 7-12 increase from 5.35 to 5.4	$ 264 500	
	All teachers are made familiar with the Essentials which is displayed in classrooms	Teachers	Learning Centre Meetings	Classroom environments start to reflect the Essentials All classrooms and lessons have visible structures and routines		Improved Parent Opinion Survey student wellbeing measures (Student Behaviour and Student Engagement) 4.96 to 4.99		
	Identify pathways for students to have a voice in classrooms, learning centres and at whole school level through providing opportunities to develop their skills in communication, teamwork, decision-making and problem solving.	PLT leaders Teachers Wellbeing team NPDL	Daily	Teachers promote student voice in their classrooms All classrooms have a preferred process for students to have a voice		Improved Attitudes to School Survey teaching and learning measures: Y 5-6 increase from 4.79 to 4.80 Y 7-12 increase from 4.2 to 4.3		
	Employ an ICT teacher to develop ICT learning and teaching pedagogy delivering authentic learning experiences for students	ICT Teacher	Daily (0.6 days)	New teachers are starting to integrate ICT into their practices 70% of teachers are using ICT effectively to deliver authentic learning experiences for students		100 % of students show learning growth against their goals		
5. Utilise Positive Behaviour Intervention Support strategies to ensure a positive environment for learning	Establish the wellbeing team across the school including their roles	Wellbeing Team	Semester 1	The Wellbeing Team has identified Roles and Responsibilities The Wellbeing team is promoted across the school	🔴🟡🟢	Improved student attendance, e.g. whole school and/or particular cohorts 22.12 to 22.10	$ 27 000	
	Provide professional learning to develop teachers capacity to implement Student Response Plans	Wellbeing Team	Termly	Identify all students with Student Response Plans Relevant teachers are able to implement Student Response Plans		Improved Attitudes to School Survey variables, e.g. student relationship variables Y 5-6 increase from 3.54 to 3.6 and Y 7-12 increase from 3.6 to 3.7		
	Promote a whole school approach to wellbeing to ensure a safe and secure learning environment (Team Teach, PBIS, Functional Behaviour assessment, COMPASS, differentiated reward systems)	Wellbeing Team TeamTeach team	Termly	All staff are familiar with PBIS and de-escalation strategies All staff practice PBIS and de-escalation strategies		Improved Parent Opinion Survey; student engagement measures increase from 5.6 to 5.7		
6. Increase opportunities for families across campuses to engage in learning and social activities	Develop and implement strategies to involve parents and carers as partners in learning. Track the amount of parents/carers attending school functions.	Learning Centre Leaders Teachers	Weekly	All teachers use an effective strategy to communicate with parents Increase the amount of parents/carers accessing Seesaw	🔴🟡🟢	Improved Parent Opinion Survey; school climate measures increase from 5.59 to 5.7	$ 10 000	
	Identify and create avenues for parent involvement through parent feedback sessions, discussions, surveys and other	Wellbeing Team	Termly	60% of parents were involved in setting ILP and Career Action Plan Goals Increase in the number of parents/carers attending school events		Increase in Students Support Group data		
	Ensure parents are invited well in advance to celebratory events (Book, Science, Education, Literacy and Numeracy Weeks, Whole School events, Formals, Career Expos, Bus Tours etc.)	Learning Centre Leaders Teachers	Termly	Yearly Calendars in classrooms show special events All parents/ carers have been personally invited to attend Learning Weeks and School Celebrations		Increase in Parent and Community Involvement: School Climate (Staff Opinion Survey) from 78.41 to 78.60		

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Section 3: Student pathways and transitions

STRATEGIC PLAN GOALS	To improve student transitions and pathway provision
OTHER IMPROVEMENT MODEL DIMENSIONS	Positive climate for learning: Setting expectations and promoting inclusion
STRATEGIC PLAN TARGETS	**Improved Years 10-12 Student Attitudes to School Survey relationship and wellbeing measures:** Relationship 3.61 to 3.7 Wellbeing 5.35 to 5.7 **Improved Parent Opinion Survey student transition and wellbeing measures:** Transition 5.6 to 5.8 Wellbeing (Student Behaviours and Student Engagement) 4.96 to 5.1
12 MONTH TARGETS	**Improved Years 10-12 Student Attitudes to School Survey relationship and wellbeing measures:** Relationship 3.61 to 3.64 Wellbeing 5.35 to 5.45 **Improved Parent Opinion Survey student transition and wellbeing measures:** Transition 5.6 to 5.65 Wellbeing (Student Behaviours and Student Engagement) 4.96 to 4.99

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA Targets: 6 months 12 months	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
7. Revise the later year campus model to broaden mainstream integration, work experience and post school options for students	Establish the VCAL and CRC campuses	Later Years Team	Termly	Mod 5's are turned into learning hubs Learning hubs reflect 21st Century Learning	🔴🟡🟢	**Improved Years 10-12 Student Attitudes to School Survey relationship and wellbeing measures:** Relationship 3.61 to 3.64 Wellbeing 5.35 to 5.45	$ 5 000	
	Post School options continue and develop	Later Years Team Career Teacher	Termly	Possible new and viable post school options are identified All students have a viable post school option		**Improved Years 10-12 Student Attitudes to School Survey relationship and wellbeing measures:** Wellbeing 5.35 to 5.45		
	School based and community work experience and travel education is embedded across the Later Years campuses	Later Years Team	Termly	Shared programs have been established All students access work experience programs		**Improved Parent Opinion Survey student transition and wellbeing measures:** Transition 5.6 to 5.65 Wellbeing (Student Behaviours and Student Engagement) 4.96 to 4.99		

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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	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Yes	Select status	100 % of PLT Leaders use the PLT Inquiry Cycle during PLT meetings 80% of PLT develop their own assessments schedule using a variety of common formative assessment data in Reading Identify roles and participate in PLC Education State initiative PLT's track and report students learning goals (Reading) 100% of PLT's use moderated assessment data (ABLES)to plan differentiated tasks based on the Victorian Curriculum Standards Learning Centre Leaders track students' progress to ensure all students make progress against their goals Action Plan is in place and has been acted on using Seesaw 50% of PLT leaders work with their teams to design common formative assessments Leaders provide PL to PLT leaders on Data Literacy Staff complete their End Cycle review using the PDP Online process
	Curriculum planning and assessment	Yes	Select status	Priority Goals in Reading have been developed Specific skills and strategies informs students learning targets All students track their progress though Reading Conferences All teachers use evidence to inform ABLES judgements The Victorian Curriculum Scope and Sequence Inquiry planners is been used by all teachers Teachers are confident in using the DLC to plan lessons and is able to align DLC with the Capabilities 50% of teachers use the Seesaw app as preferred assessment platform All teachers are able to discuss their impact on classroom data
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	**Building leadership teams**	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	**Empowering students and building school pride**	Yes	Select status	Students are able to use their communication method sufficiently All classrooms and lessons have visible structures and routines All classrooms have a preferred process for students to have a voice 70% of teachers are using ICT effectively to deliver authentic learning experiences for students
	Setting expectations and promoting inclusion	Yes	Select status	The Wellbeing team is promoted across the school Relevant teachers are able to implement Student Response Plans All staff practice PBIS and de-escalation strategies Increase the amount of parents/carers accessing Seesaw Increase in the number of parents/carers attending school events All parents/ carers have been personally invited to attend Learning Weeks and School Celebrations Learning hubs at VCAL and CRC reflect 21st Century Learning All students have a viable post school option All students access work experience programs

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	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	**Building communities**	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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]

<u>**Confidential**</u> **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:

Framework for Improving Student Outcomes