# 2019 Annual Implementation Plan

## for improving student outcomes

Wantirna South Primary School (4582)



Submitted for review by Kerri Emonson (School Principal) on 26 December, 2018 at 09:53 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 05 February, 2019 at 08:43 AM
Endorsed by Bridget Smith (School Council President) on 06 February, 2019 at 03:23 PM

# Self-evaluation Summary - 2019

| | FISO Improvement Model Dimensions<br>The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
|---|---|---|
| **Excellence in teaching and learning** | Building practice excellence | Emerging moving towards Evolving |
| | Curriculum planning and assessment | Emerging |
| | Evidence-based high-impact teaching strategies | Emerging moving towards Evolving |
| | Evaluating impact on learning | Emerging |
| **Professional leadership** | Building leadership teams | Emerging moving towards Evolving |
| | Instructional and shared leadership | Emerging moving towards Evolving |
| | Strategic resource management | Emerging |
| | Vision, values and culture | Emerging moving towards Evolving |
| **Positive climate for learning** | Empowering students and building school pride | Evolving |
| | Setting expectations and promoting inclusion | Evolving moving towards Embedding |
| | Health and wellbeing | Evolving |
| | Intellectual engagement and self-awareness | Evolving |

| Community engagement in learning | Building communities | Evolving moving towards Embedding |
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| | Global citizenship | Evolving |
| | Networks with schools, services and agencies | Evolving |
| | Parents and carers as partners | Evolving moving towards Embedding |

| Goal 1 | Improve literacy outcomes for all students. |
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| **12 Month Target 1.1** | By 2019 increase the percentage of students by 5% in top two bands of reading in Year 3 and 5 to consistently be in line with or above similar schools, current 2018 school outcomes—Year 3 Reading in top two bands 66 per cent, Year 5 Reading in top two bands 42.5 per cent. |
| **12 Month Target 1.2** | The growth targets for Year 5 students in NAPLAN reading for 2019 be above similar schools. |
| **12 Month Target 1.3** | The 2019 percentage of students in Foundation to Year 6 working above the age expected level in English: reading and viewing, Teacher Judgement current Semester 1 results are 15 per cent. |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 1**<br>Curriculum planning and assessment | Develop structures and processes for teachers to collaboratively design and implement a shared curriculum scope and sequence and strategies for teaching and learning in literacy across the school that engages and challenges all students (CPA) | Yes |
| **KIS 2**<br>Building practice excellence | Build and implement a shared understanding of a Wantirna South PS Pedagogical Model that includes the Practice Principles and evidence–based targeted teaching across the school (BPE) | No |
| **KIS 3**<br>Curriculum planning and assessment | Build teachers' and level leaders' capacity to share, understand and consistently use assessment data and practices to diagnose student learning needs and to teach to a student's point of learning needs in literacy (CPA) | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The school review and tabled SSP has indicated significant work completed with building practice excellence through engaging PLT's and regular meetings.  Therefore in order to continue to improve excellence in teaching and learning through a sequential and consistent approach it was determined that Curriculum Planning and Assessment is a priority for the school.  Through consultation with staff and students it was perceived that scope and sequence documents in all areas of literacy will be required to ensure a collaborative and shared whole school approach to the curriculum. During 2018 it was determined that a comprehensive review of the Writing Scope and Sequence document is required to ensure it remains a usable, consistent document and will occur prior to commencing the task to complete documents for all areas of literacy.  Investigation in 2018 of current assessment documents eventuated with the school embracing Fountas and Pinnell for 2019.<br><br>Indicated in the Panorama Report for 2017 across the past 3 years in reading and viewing the target figures of 35% | |

of students across levels receiving above the expected level was not evident.  It was determined that some data indicates close correlation to the anticipated outcomes, however is not substantiated. In writing the projected figures of 35% of children across all levels achieving above the expected level was again not displayed in Department reports.
Achievements include:
• A writing scope and sequence document.
• Continued growth of students, sometimes up to the projected goal, however not consistently.

Areas considered that still require attention include:
• Scope and sequence documents for all curriculum areas.
• Greater understanding on how to extend students that are working above the expected level.

| **Goal 2** | Improve student wellbeing, voice and agency and build school pride. |
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| **12 Month Target 2.1** | The 2019, AToSS Parent factor for Student Voice and Agency, Year 5 students, be above 60%. |
| **12 Month Target 2.2** | The 2019, AToSS for student resilience, to be above 60%. |
| **12 Month Target 2.3** | The 2019, AToSS for Student Goal Setting and Sense of Self–Regulation and Confidence to be above 60%. |

| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 1**<br>Empowering students and building school pride | Build staff capacity to implement whole school, consistently implemented approaches to improve students' personal and social capabilities, wellbeing, voice and agency. | No |
| **KIS 2**<br>Setting expectations and promoting inclusion | Teachers create opportunities to engage students in improving connectedness to peers and classroom behaviour through their involvement in developing a student code of conduct in collaboration with teachers and parents. | Yes |
| **KIS 3**<br>Empowering students and building school pride | Build students' capacity to understand, articulate and take responsibility for their own learning and progression and have a voice and agency in school improvement. | No |

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| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The school review and tabled SSP has indicated significant work completed with has had an impact on the success of the requirement.  The data provides a clear view that there has been a decrease in collective efficacy and teacher collaboration. The data from the school review indicates:<br>•        Collective efficacy in 2017 displayed a factor percentile of 69.6 – a significant decrease.<br>•        Teacher collaboration in 2017 the rating displayed a factor percentile of 56.9 – a significant decrease.<br>Although the evidence indicates a clear decline in teacher collaboration and collective efficacy procedures have occurred to support greater collaboration and clarity with role descriptions to support collective efficacy.<br>Discussion has occurred throughout the year to determine the difference between student voice and student agency.  Moving forward, it is determined that student agency will be at the forefront.  Students will have greater opportunities to reflect and make decisions on learning in the learning environment.  Students will be involved in the development of procedures and policies that impact on learning and student well-being.  The School values are evident in all learning environments promoting acceptance of all and provide clear expectations of behaviour within learning environments.  The Student Well-being Guidelines document is reviewed each year and circulated to the school community however questions have been raised in relation to the amount of student voice through the document.  Therefore it was determined that the document will be revisited with students and new guidelines around wellbeing, student behavior expectations and consequences, along with the school values will occur in 2019.<br>Staff have indicated a clearer understanding of financial resourcefulness will assist with a collective approach behind making decisions that impact on staffing structures and resource allocation across the school, and therefore future place for the school. |

# Define Actions, Outcomes and Activities

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| **KIS 1** Curriculum planning and assessment | Develop structures and processes for teachers to collaboratively design and implement a shared curriculum scope and sequence and strategies for teaching and learning in literacy across the school that engages and challenges all students (CPA) |
| **Actions** | *      Develop structures and processes for teachers to collaboratively design and implement a shared curriculum scope and sequence and strategies for teaching and learning in literacy (reading) across the school that engages and challenges all students (CPA)<br>•      Develop structures and protocols to ensure consistency in planning through the implementation of Curriculum teams, providing time for teams to meet and share progress with all staff.<br>•      Provide Curriculum teams the support to engage with the Literacy Toolkit, Scope and Sequence documents, and the learning specialist to commence the development of scope and sequence documents relevant to Wantirna South Primary School yet embedded within Department guidelines.<br>•      Provide teachers with the time to work collaboratively and openly to plan for the area in which they are teaching.<br>•      Continue to develop the role of Learning Specialist to enhance the development of documents.<br>•      Explore an Instructional Model using quality professional learning – this will include continued work with Bastow courses, along with engaging Debbie Sukarna to support and guide the progress of the Curriculum teams and a whole school pedagogy to teaching reading.<br>•      Continue to engage PLT meetings to lead, model, mentor, monitor, share and evaluate the development of curriculum documents, processes and current teaching practices to ensure best practice in literacy teaching (reading) across the school.<br>•      Use knowledge gained through the PLC (Professional Learning Community) to support the development of active curriculum scope and sequence documents.<br>•      Implement the HITS as possible interventions (as per the High Impact Teaching strategies: Excellence in Teaching and Learning Booklet).  HITS that are relevant to Curriculum Planning:<br>1.      Explicit Teaching HIT 3 (effect size of 3.65)<br>2.      Metacognitive Strategies HIT 9 (effect size of 3.33)<br>3.      Collaborative Learning HIT 5 (effect size of 3.32)<br>5.      Differentiated Teaching HIT 10 (effect size 1.07) |

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| **Outcomes** | Working collaboratively to develop structures and processes to enhance a shared approach to teaching literacy across the school will be evident as:<br>**Students**:<br>•       are engaged and becoming self-motivated learners. (Part of HIT 9)<br>•       are more aware of learning intentions and success criteria. (Part of HIT 3)<br>•       are exposed to, and reading a greater variety and volume of literature.<br>•       provide formal and regular feedback to teachers on the effectiveness of practice.<br>•       will present at each level with a deeper knowledge of skills that have been taught and apply these skills confidently in a variety of contexts.<br>**Teachers**:<br>•       will allocate more time to reading. Extensive reading is critical to the development of reading proficiency. This is also one of the Six Ts of Effective Elementary Literacy Instruction 'Time'.<br>•       will plan, implement and assess in a continuous cycle, implementing the teaching and assessment strategies introduced in the PLTs and by the Learning Specialist.<br>•       will have a clear understanding of the different aspects of reading: Phonics, phonemic awareness, vocabulary, comprehension and accuracy.<br>*     will display confidence in teaching the curriculum in literacy (specifically reading and viewing), specifically targeting on point teaching for students, as a consistent curriculum framework and structure is utilized and embedded.<br>•       will, through PDP discussions, table notes and data indicating the ability to support student growth at individual levels.<br>•       will engage greater collaboration and communication opportunities to build a deeper understanding of students creating a student profile that embeds the sequential development of skills.<br>**Leaders**:<br>•       regularly analyse data and assessment identifying impact on student growth and engagement.<br>•       regularly monitor curriculum planning across the school.<br>•       work with teachers to design and monitor curriculum and assessment. |
| **Success Indicators** | Evidence to determine the success of these outcomes will include:<br>*  School assessment data (Fountas & Pinnell), NAPLAN and PAT data will display target projections for 2019.<br>*  Teachers will display a deeper level of reflective practice through PDP discussions and peer observations in relation to teaching literacy (specifically reading and viewing).<br>*  Peer observations/learning walks and team meetings will have a focus of critical reflection and challenging strategies currently in practise for teaching literacy.<br>*  Scope and sequence documents will be developed for reading and viewing, supported by work with Deb Sukurna.<br>*  Wantirna South Primary School surveys will display a positive trend, this will be evident from students in the Attitudes to School Survey, Staff in the Staff Opinion survey and from the community in the Parent Opinion survey. |

| Goal 2 | Improve student wellbeing, voice and agency and build school pride. |
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| **12 Month Target 2.2** | The 2019, AToSS for student resilience, to be above 60%. |
| **12 Month Target 2.3** | The 2019, AToSS for Student Goal Setting and Sense of Self–Regulation and Confidence to be above 60%. |
| **KIS 1:** Setting expectations and promoting inclusion | Teachers create opportunities to engage students in improving connectedness to peers and classroom behaviour through their involvement in developing a student code of conduct in collaboration with teachers and parents. |
| **Actions** | .        Develop a consistent approach to empower students to have a voice in the learning environment.<br>•        Develop protocols and a clear understanding of student voice and agency across the whole school.<br>•        Implement clear learning intentions to engage students in the reflection and discussion in the learning and curriculum.<br>•        Create opportunities to empower students to share understandings that impact on classroom engagement, school life and the community.<br>•        Engage students in developing and revising the student code of conduct and well-being guidelines.<br>•        Engage and embed learning from the Learning labs to enhance student voice and agency across the school. |
| **Outcomes** | •        Teachers embed a consistent approach to engaging student voice in the learning environment.<br>•        Students offer feedback and reflections that indicate student voice is embedded within the learning environment.<br>•        Students display greater confidence in discussing the learning and enforcing class expectations.<br>•        Teachers embrace the ability to engage students in setting learning goals.<br>•        Teachers engage discussion and reflection in PDP's on understanding of student voice through Learning Labs.<br>•        Teachers are confident to observe and reflect on the engagement of student voice within learning environments. |
| **Success Indicators** | Students:<br>•        are connected to peers, learning and teachers reinforcing class expectations.<br>•        are engaged in their learning.<br>•        Communicate and reflect on learning in the classroom and curriculum.<br>•        are empowered to voice changes or adaptions to learning, school life and the community to ensure connectedness.<br>Teachers:<br>•        Teachers are placing students' needs and voice at the center of program planning and delivery.<br>•        Teachers regularly conference with students seek feedback and reflection on learning and curriculum plans.<br>•        Teachers identify learning intentions for lessons enabling student feedback and input.<br>•        Teachers embrace the protocols set for the school to align student voice and agency consistently across the school.<br>Leaders |

| | | •      Leaders engage in walkthroughs discussing with students their learning and reflection on improving learning in the classroom.<br>•      Ensure the protocols for student voice and agency are embedded across the whole school.<br>•      Continue to support Student Voice Coordinator to attend FISO Network group meetings with Student Voice and Agency. |
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