Annual Implementation Plan: for Improving Student Outcomes DRAFT ONLY

School name: Wallarano PS

School number: 5055

Year: 2017

Based on strategic plan: 2017-2020

Endorsement:

Principal Gail Doney   4/02/2017

Senior Education Improvement Leader Ken Robinson 4/02/2017

School council Lee-Anne Theodorou 4/02/2017

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
STEM - To equip all students with the STEM skills and capabilities they need now, and for the future. Students to participate in high quality and engaging STEM learning experiences, with access to leading-edge resources and excellent teaching.
Literacy - To significantly improve the oral language for all students which will support their wellbeing and strengthen their development in thinking mathematically and scientifically
Student Wellbeing and Agency- To develop Student Intellectual Engagement, self-awareness & resilience
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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 results across the board for Literacy and Numeracy indicate the quality teaching strategies put in place are having a great impact on student learning however we need to work hard to achieve consistency of high quality teaching strategies and practices from Foundation – Grade 6. Over the last 4 years the school has focussed strongly on Literacy and the strategic goal Thinking Scientifically and Mathematically is still in the evolving stage and needs to be continued into the next school plan. Teachers are beginning to work in teams to develop their questioning skills including open and closed questions and probing questions. The four Proficiencies outlined in the Victorian Curriculum, Understanding; Fluency; Problem Solving and Reasoning are all still at the evolving level and have remained in the schools new Strategic Plan as a targeted area to facilitate student ability to think mathematically and scientifically. Actions will include: Improving the quality and accuracy of moderation from level to level and the accuracy of assessments in Grades 4, 5 and 6; and to establish if students have misconceptions and misunderstandings in Numeracy and see where that relates to the teaching in Prep-3. With over 400 students speaking another language in their home it is essential that the highest priority is placed on literacy achievement as it underpins success and understanding in all other areas of the curriculum. Reading and Writing teaching and learning practices have been well established over the last 4 years but continue to need further emphasis to ensure consistency of teacher practice. Oracy is an area we need to work on in greater depth as the data indicates a clumping of assessment scores which means teachers are not explicit in their understanding of the teaching or assessment of oral language skills. To enhance our priorities a high focus on oracy will underpin students' abilities to articulate their thinking especially in Mathematics, Science, Student Voice/feedback and their personal wellbeing – expressing their feelings. Student achievement and wellbeing is a high focus for all students at Wallarano. Student wellbeing data from the ATSS, POS and SSS indicates that Wallarano is in the bottom 2 quartiles and needs improvement in all variables. We were flagged as an unsafe school in 2015. The Resilience Youth Australia Resilience Survey administered in October 2015 indicates our children have concerns for their safety at school and home and they are not high in resilience Some data sets tell us otherwise with student attendance being very high 93%, the ACER Social and Emotional Wellbeing Survey results record students at all year levels well above National benchmarks. Classroom and playground behaviour records reflect excellent behaviour in and out of the

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classroom and suspensions and expulsions are at zero. Our self-evaluation indicates we need to look at building our students agency, resilience and intellectual engagement. As a result of this we will continue our work on the Building Practice excellence in the areas of STEM and Literacy; and Empowering School Pride –Student Intellectual Engagement, self-awareness & resilience

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 **[STEM]**	• Numeracy and Science Specialist Coaching: Develop assessments and consistency of practice in the areas of questioning and inquiry • Short term intervention to accelerate learning for students achieving above or not achieving at the expected level • Intensive, targeted professional learning which will build disciplinary and pedagogical knowledge that teachers require- below, at and beyond the level they teach. • Build Teacher and student confidence and competence in the use of Digital Technologies and have teachers and students connect these to the application of mathematical and scientific thinking
Building Practice Excellence **[Literacy]**	• To provide high quality differentiated classroom teaching for all students using the Developmental Stages of Reading and Writing and the correlating teaching approaches • Additional short term intervention to accelerate learning for students achieving above or not achieving at the expected level • Devise and implement Developmental Stages of Learning for Oracy with a specific emphasis on targeting vocabulary and Spelling & Grammar Foundation - 6
Empowering School Pride **[Student Wellbeing and Agency]**	**Resilience:** • Wilson McCaskill Play is the Way Program • Rock and Water Program **Develop Metacognitive Strategies and high expectations:** • Teachers differentiate and explicitly teach at challenging levels • Students/Teacher conference to set challenging personal , academic and learning goals **Intellectual Engagement:** • Teachers collect rigorous evidence of learning, target their teaching and evaluate their impact • Students are scaffolded to be independent learners who monitor their own progress

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Section 2: Improvement Initiative 1

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	STEM - To equip all students with the STEM skills and capabilities they need now, and for the future. Students to participate in high quality and engaging STEM learning experiences, with access to leading-edge resources and excellent teaching.
IMPROVEMENT INITIATIVE	Building Practice Excellence
STRATEGIC PLAN TARGETS	Coaching model and Professional Learning Teams evidence sharing of practice, rigorous data collection, analysis, evaluation and professional support. Differentiated curriculum planning and implementation is evident via planning documents and differentiated student learning data. A 15% decrease the number of students achieving at Low C and below and a 15% increase in the number of students achieving above the expected level for Science and Mathematics – Victorian Curriculum/ On Demand Testing Maths and Science data F-6 to achieve 90% of students At or Above the expected levels. Grade 3 &4 achievement above the expected level - tracked to improve 1.5 years in 1 year Digital technologies to be included into the curriculum design especially for numeracy and science to promote critical and creative thinking, enhance and develop problem solving skills and to promote collaborative learning and innovation.
12 MONTH TARGETS	A 5% decrease the number of students achieving at Low C and below and a 5% increase in the number of students achieving above the expected level for Science and Mathematics – Victorian Curriculum/ On Demand Testing Maths and Science data F-6 to achieve 80% of students At or Above the expected levels with a 5% decrease in the number of children achieving Low C.

	2016 Actual		2017 Target	
	Low C	Above	Low C	Above
Science Inquiry Skills	19.8%	18.5%	14.8%	23.5%
Science Understanding	21.2%	19.1%	16.2%	24.1%

	2016 Actual		2017 Target	
	Low C	Above	Low C	Above
Number and Algebra	14.4%	38.2%	9.4%	43.2%
Measurement and Geometry	14.9%	33.7%	9.9%	38.7%
Statistics and Probability	14.1%	38.5%	9.1%	43.5%

June 2017	Below	At &Above	Above	Low C
N&A	14.7%	85.3%	27.1%	23.4%
M&G	12.1%	87.9%	21.3%	20.2%
S&P	7.1%	92.9%	29.1%	17.5%
Science	3.9%	96.1%	13%	22.7%
Digital Tech	6.1%	93.9%	29.4%	10.4%

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NAPLAN RELATIVE GROWTH
Relative growth in NAPLAN Numeracy from Year 3 to 5 to be equivalent to, or above, state growth.

NAPLAN 2015-2017				
	2014- 2016	2016	2015-2017	Target
Numeracy	89	98 Equivalent to National Average		Equivalent or above the average

To increase the proportion of year 5 students achieving in the highest 2 bands in numeracy
Current: 29.8%%   Targeted 35%

Gr 5 Highest 2 bands NAPLAN	2015	2016	2017 Target	Actual
Numeracy	27.6%	29.8%	35%	

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here *what* the school will do and *how* - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Numeracy and Science Specialist Coaching: Develop assessments and consistency of practice in the areas	Introduction of an interdisciplinary approach to STEM rather than the four components as standalones. We will do this through the implementation of the Digital Sandpit initiative/ STEM coaching/ Professional Learning Plan devised and implemented.	Daniel and Camillia Science and Mathemat	Dec 2017	6 months: Teachers are planning and implementing STEM lessons Teachers are beginning to use Science assessment tool forms Teachers are beginning to moderate more within their level when assessing Science and Mathematics – demonstrating an improved focus on what students do, say, make and write.	● ● ●	Baseline data to be collected via: • Victorian Curriculum teacher judgments including Digital Technologies, Science, Mathematics. • Insight assessment (Critical and Creative Thinking; Science) • Staff survey	$180000 Staffing and resource	

Framework for Improving Student Outcomes

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| of questioning and inquiry | Establish Whole Part Whole structure to all lessons with learning goals and success criteria will be introduced through Curriculum Team planning initiatives and PLT sessions.
Technical language/vocabulary a high focus for all lessons. To be introduced through coaching sessions and through Shared Practice sessions at a team and staff level.
Professional development and support on the collection and use of a variety of assessments especially Primary Connections Rubrics for assessment.
This will be rolled out through coaching sessions initially to establish purpose and understanding by all teachers and then through the PLTR's in their Sharing Practice sessions and then as an established practice on the school assessment schedule.

Resources: Science, Mathematics and Digital Technologies Budget
Primary Connections resources
Ample storage
Science Room and equipment
0.5 Science and Mathematics specialist time frame x2
1 Digital Technologies Specialist – Lisa Connell .06
1 Digital Sandpit leader – Chris Drake
Media Arts Specialist 0.2 | ics specialists Lisa Connell Chris Drake Classroom teachers | | **12 months:**
Teachers consistently incorporating whole-part-whole structure into STEM teaching and learning – work programs and lesson delivery
Science and Mathematics assessment practices are embedded in all planning units and base line data from PAT Science has been collected.
Teachers are moderating within their level when assessing Science and Mathematics with a focus on what students do, say, make and write.
Teachers beginning to track how student thinking has evolved. | 🔴🟡🟢 | • Student survey

Comparative data June to December, to be analysed, via:
• Victorian Curriculum teacher judgments including Digital Technologies, Science, Mathematics. *Target of 80 % of students At or Above the expected level*
• Insight assessment (Critical and Creative Thinking; Science). *Target of 75 % of students At or Above the expected level*
• PAT Science. *Target of 80 % of students At or Above the expected level*
• Staff survey – Collective Efficacy, Responsibility, Academic Emphasis , Teacher Collaboration and Collective Focus on Learning [See table below for targets]
• Student survey - [See table below for targets] | Professional development $80,000 Conferences staff conference | |

						Grade 6	54%	54%	75%		
						Student Motivation					
						Grade 5	72%	79%	80%		
						Grade 6	72%	79%	80%		
						Learning Confidence					
						Grade 5	41%	61%	75%		
						Grade 6	51%	55%	70%		
Short term intervention to accelerate learning for students achieving above or not achieving at the expected level	Teachers are supported and scaffolded to differentiate STEM lessons/units via workshops, clinics and groupings to provide for the learning needs of all children – ability, mixed ability and interest based (Coaching, PLT and school Professional Development Plan) GRIN Program – pre-loading for numeracy lessons			6 months: The Year 6 Extension Science group will be timetabled under the supervision of the STEM specialist teachers, with assessments against the Victorian Curriculum GRIN DATA FOR THE	● ● ●	As above Baseline data to be collected on students participating in the extension groups via: • Victorian Curriculum teacher judgments including Digital Technologies, Science, Mathematics.	$4200	
				12 months: STEM lunchtime club (open to all students), under the guidance of the Year 6 extension group and STEM specialist teachers.	● ● ●	End of Year Target: At least 75% of the extension group to be 1.5 years or more ahead of indicative levels based on their teachers Victorian Curriculum assessments		
Intensive, targeted professional learning which will build disciplinary and pedagogical knowledge that teachers require- below, at and beyond the level they teach.	The STEM Specialists and Committee to devise and implement a Professional Development Plan to improve teacher capacity and confidence in the teaching and assessing of STEM – How to use and analyse the Primary Connections Rubric. , the inquiry process, lesson structure, questioning with the 21st Pedagogy rubric underpinning all lessons	Dan Cam Lisa		6 months: Teachers are beginning to use the assessments, visible on the SMS Sentral.	● ● ●	Records of Professional development presented and those planned in the future		
				12 months: Use of the Wallarano Assessment Schedule, which includes specific Science and Mathematics assessments in line with Department's requirements and the specific needs of students base line data. Teachers are beginning to moderate and differentiate their Science and Mathematics lessons.	● ● ●	Reflections of teachers on changes in Practice over 2017 via Google Doc Teacher PDP reflections on their professional learnings and the impact they had on their teaching practice. Records of Victorian Curriculum teacher assessments indicating differentiation in Science and Mathematics teaching and learning		
Build Teacher and student confidence and competence in the use of Digital Technologies and have teachers and students connect these to the application of mathematical and scientific thinking	All teachers timetabled to attend Digital technologies lesson – 50 min session per week – Grades 6, 5 and 3 in semester 1 [plus classroom timetabled for Foundation -2 and Grade 4] Teachers will be learning along with the students based on our Digital Technologies Four Year Plan Grade 4 Media Arts specialist program Semester 1 and Grade 3 –Semester 2. All teachers timetabled to attend Digital technologies lesson – 50 min session per week – Grades Grade 1-3 and 4 in semester 2 [plus classroom support timetabled for Foundation 6,5 and 3]			6 months: Teachers and students becoming more comfortable, confident and competent in their understanding of the links between STEM thinking and the incorporation of Digital technologies. This will be evidenced by teachers and students attending the sessions.	● ● ●	Teacher PDP reflections on their professional learnings and the impact they had on their teaching practice. Feedback from students on their learnings		
				12 months: Classroom Science and Mathematics lessons are beginning to incorporate Digital technologies.	● ● ●	Teacher PDP reflections on their professional learnings and the impact they had on their teaching practice. Teacher PDP goal in this area achieved at 100% for all staff [Goal: To develop me knowledge and understanding of the Digital Technologies curriculum and identify how this can be embedded into the teaching of Scientific, Mathematical , Critical and Creative Thinking		

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	. Support by Amy Krause, timetabled for the implementation and understanding of Media Arts Scope and Sequence Semester 1 – Foundation -2, Grades 3-6 Semester 2				Examples of lessons trialling digital technologies at each level via work program example and /or PDP teacher evidence.	

Section 2: Improvement Initiative 2

STRATEGIC PLAN GOALS	Literacy - To significantly improve the Literacy skills for all students which will support their wellbeing and strengthen their development in thinking mathematically and scientifically
IMPROVEMENT INITIATIVE	Building Practice Excellence
STRATEGIC PLAN TARGETS	• Victorian Curriculum Literacy data 85% At or Above the expected level Foundation-6 • Grade 5 and Grade 3 NAPLAN student achievement for Spelling and Grammar is significantly improved – at or above the State achievement • NAPLAN Relative Growth 3-5 to be equivalent or above the State data in Writing, Spelling and Grammar
12 MONTH TARGETS	

A 5% decrease the number of students achieving at Low C and below and a 5% increase in the number of students achieving above the expected level for Speaking and Listening, Reading and Writing as indicated by the Victorian Curriculum

Literacy data F-6 to achieve 80% of students At or Above the expected levels with a 5% decrease in the number of children achieving Low C.

Cohorts Grades 5&6 To lower the number of student performing at Low C

Whole School Achievement Data

	2016 Actual		2017 Target	
	Low C	Above	Low C	Above
Speaking and Listening	18.7%	28.2%	13.7%	33.2%
Reading	16.9%	42.4%	11.9%	47.4%
Writing	19.6%	29.5%	14.6%	34.5%

2017 Achievement Data for Grade 5 [2016 Grade 4 cohort]

	2016 Actual		2017 Target	
	Low C	Above	Low C	Above
Speaking and Listening	18.8%	38.4%	13.85	43.4%
Reading	17.7%	53.2%	12.7%	58.2%
Writing	18.8%	40.6%	13.8%	45.6%

2017 Achievement Data for Grade 6 [2016 Grade 5 cohort]

	2016 Actual		2017 Target	
	Low C	Above	Low C	Above
Speaking and Listening	19.6%	33%	14.6%	38%
Reading	18.6%	40.2%	13.6%	45.2%
Writing	13.4%	28.9%	8.4%	33.9%

| June 2017	Below	At &Above	Above	Low C
Reading and Viewing	14.4%	85.6%	27.8%	19.4%
Writing	17.7%	82.3%	21%	23%
S&L	17.3%	82.7%	19%	23.3%

NAPLAN RELATIVE GROWTH
Relative growth in NAPLAN Reading from Year 3 to 5 to be equivalent to, or above, medium growth for NAPLAN .

Growth 3-5	2014-2016	Achieved	2015-2017	Target
Reading	65	Below		Equivalent or above the average

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To provide high quality differentiated classroom teaching for all students in Reading and Writing	The Literacy Committee will plan and implement the following teacher professional learning for Reading and Writing via PLTs, coaching, the professional learning plan, and Curriculum Days, • Understandings and Beliefs, Literacy lesson structure – whole/part/whole; Process of Reading; Running Records; and a variety of teaching strategies in line with the Wallarano Developmental Stages of Literacy Learning • The use of Data Walls at each level for the three strands of Literacy – to inform teacher planning and ensure flexible and fluid student grouping s • The Literacy Committee will plan and implement the strategic introduction of a Draft of the Developmental Stages of Spelling for teachers to trial and give feedback • Improve teacher knowledge and use of the EAL Continuum – whole staff PD and support from coaches – What is an EAL student [does not mean low performing]; How to use the continuum for highly effective and targeted planning, lesson implementation and reporting.	Literacy SIT Team Maree Meredith		6 months: Consistency of practice will be developing with all teams F-6 beginning to use data walls to inform planning, teaching and learning at their planning sessions and planning days	● ● ●	Data walls are up on the walls of each team and the coaches report that this data is being actively used in weekly planning sessions to devise student groupings that reflect their needs in relation to their developmental stage of Literacy skills in Reading and Writing The EAL continuum is being used for planning and reporting as evidenced by Coach reflections, Teacher PDP reflections ,planning documents and Mid-Year Reports	$10,000 Literacy Budget $200,00 staffing [1 LT plus 3 Accompli shed part time - coaches]	
				12 months: Teams and teachers are consistently using the data walls to inform planning, teaching and learning. Student groupings are flexible and fluid –in line with students' developmental stages of Literacy learning as evidenced by the Data Walls and teacher planning	● ● ●	Literacy data at all levels indicates value added to student learnings - see 12 month targets above. Teacher PDP reflections to evidence growth in knowledge and in Literacy teaching and the impact this has had on their practice. Coach and Committee Reflections on the impact of their work on themselves and the teams they work with Teacher Term and weekly planners to include the Developmental Stages of Learning and the relevant teaching approaches for each stage. Examples to be provided for evidence		
Additional short term intervention to accelerate learning for students	Mini Lit Program implemented – 2 staff members employed 0.5			6 months: Mini Lit and Macquarie Lit tutors will implement their classes within the Literacy block for the children	● ● ●	Timetabled sessions for Additional assistance and Accelerated growth groups. Reflections and	$5000- resources	

achieving above or not achieving at the expected level	Bridges Literacy Tutor Program led and guided by full time staff member. Macquarie Lit Program implemented by 3 ESS members for 3 hours a week each Cued Articulation Foundation-2 – teachers and aides to be trained in this teaching approach to facilitate the learning of children with auditory processing difficulties, Autism, Language Disorder and EAL students Workshops, clinics and groupings within the classroom to ensure differentiation of teaching approaches will be guided by team members and their coaches.			participating. Students will be selected if they are performing in the top 20% of the lowest performing students. Teachers and students will communicate on student 6 months progress and data will be collected by the tutors		growth data for the first 6 months from the staff members assigned to these roles: Gail Boyd – Bridges / Mini Lit Sue Levy - Mini Lit William, Sarah and Audrey Macquarie Lit [under the guidance of the Grade 6 team] Base line Data for participating students collected	$5000 – resources Employees $70000	
				12 months: Mini Lit and Macquarie Lit tutors will implement their classes within the Literacy block for the children participating. Students will be selected if they are performing in the top 20% of the lowest performing students. Teachers and students will communicate on student progress and data and 12 month data indicating value added learning via program assessments and teacher assessments against Vic Curriculum	🔴 🟡 🟢	June data and Dec data will be compared for all students who have participated in these program Indicating value added for all students. The year target of lowering the number of students at Low C for Reading and Writing in whole school data achieved F-2 – see table above	$2,500 $3000	
Devise and implement Developmental Stages of Learning for Oracy with a specific emphasis on targeting vocabulary and Spelling & Grammar Foundation - 6	Literacy committee to commence the formation of the Developmental Stages of Oral Language at committee meetings timetabled at least twice a term. One representative from each level will be elected to be a member of this committee to contribute ideas and make decisions. They are also responsible to ensure recommendations from the committee are enacted upon in their team and report back to the committee on their successes and other considerations.			6 months: Committee will have met and put an Annual Action Plan together and started to act upon the plan	🔴 🟡 🟢	Literacy Action Plan with reflections on what has been achieved so far Minutes of Literacy Committee Meeting		
				12 months: 80% of the Literacy Action Plan has been achieved i.e. Developmental Stages of Learning for Oracy completed and some teachers trialling the implementation	🔴 🟡 🟢	Literacy Committee Minutes Reflections form teachers trialling the document Literacy Leader /Coach reflections on successes and possible improvements or variations to the original plan 2018 Literacy Implementation Plan		

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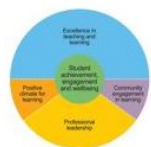
Section 2: Improvement Initiative 3

STRATEGIC PLAN GOALS	**Student Wellbeing and Agency-** To develop Student Intellectual Engagement, self-awareness & resilience
IMPROVEMENT INITIATIVE	**Empowering Students and Building School Pride**
STRATEGIC PLAN TARGETS	The ATSS - all variables in the third and fourth quartile The Social and Emotional Survey increases the % of students scoring at Levels 4-6 Students have evidence of their personal goals and can articulate their learning and future challenges. Personal Learning data to be 30% of students above the expected level
12 MONTH TARGETS	Improved ATSS data in the variables of student connectedness to school, peers and safety. Data from the ATSS Panorama Report will indicate improved positive responses to the following variables

Target 1

	2016	2017 Target	Actual 2017
School Connectedness	54%	70%	
Connectedness to Peers	68%	75%	
Safety	53%	70%	
Cognitive Engagement [new 2017]		Equal or above State average	
Stimulated Learning	61%	75%	
Motivation and Interest	79%	85%	
Self-Regulation [new 2017]		Equal or above State average	

Target 2
Social and Emotional Wellbeing Survey 2017 Targets by National Benchmarks and Levels
Wallarano continues to be well above the National average at all levels for overall Social and Emotional Wellbeing with improvement in Levels 4-6

SEW Survey Whole School Data	2016	National Benchmark	Target WPS	2017 National Benchmark	2017 WPS
Level 6	12.5	3.6%	15%		
Level 5	47%	33.8%	49%		
Level 4	22.1%	28.8%	23%		
Level 3	12%	20.4%	9%		
Level 2	6%	11%	4%		
Level 1	0.2%	2.3%	0%		

Cohort Achievement in the SEW Survey Levels 4-6

SEW Survey Levels 4-6	2016	2017 Targets	Actual
Grade 2	Not measured	85%	
Grade 3	85%	90%	
Grade 4	95%	95%	
Grade 5	85%	90%	
Grade 6	90%	95%	

Whole School Victorian Curriculum Personal and Social Capability Learning Baseline data Foundation -6 to be 30% of students above the expected level.

Personal and Social Capability Learning	June 2017 Target	Actual	December 2017 Target	Actual
Self-Awareness and management	20% Above expected level		30% Above expected level	
Social Awareness and management	20% Above expected level		30% Above expected level	

June 2017	*Below*	*At &Above*	*Above*	*Low C*
Personal & Social Capabilities	6.5%	**93.5%**	16.7%	16.7%

Resilience Survey 2017

Our Year 3 to 6 students completed the Resilience Survey in October 2015 and will take the survey again in 2017.
The survey identifies four levels of resilience: excellent, good, fair, and low.
School wide data:
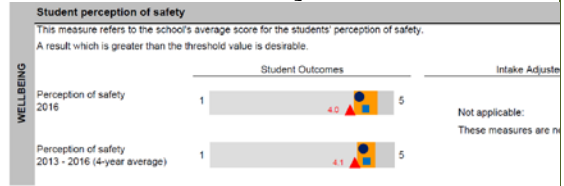
2015 %	Excellent	Good	Fair	Low
Whole School	13.8%	35.2%	33.3%	17.6%
2017 Target	25%	45%	20%	10%

Cohort data:

2015 %	Excellent	Good	Fair	Low
Year 3 2015	17.9%	41.6%	28.6%	11.9%
Year 5 2017 Targets	20%	50%	20%	10%
Year 4 2015	17.4%	36.9%	28.2%	17.4%
Year 6 2017	25%	40%	25%	10%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To develop resilient students	Wilson McCaskill Play is the Way Program will be implemented by the school psychologist Mr David Smith and the classroom teacher for 2 sessions a week. Classroom teachers will continue to embed the philosophy of the Life Rafts and the language of positive behaviour empowerment throughout the weekly curriculum Rock and Water Program to be implemented by Mr Peter Cameron – trained member of staff – and the classroom teacher on a weekly basis. Teachings and strategies to be embedded by the classroom teacher throughout the week Grade 5 and 6 students in Semester 1 and Grade 3 and 4 students in Semester 2. Intervention and counselling available to students and families by the school psychologist at the point of need. 10 sessions a week provided for this service	Whole staff School psychologist David Smith Peter Cameron	The programs will be ongoing for the Strategic plan	6 months: Teachers attending and participating in Wilson McCaskill sessions and embedding philosophy and language into their curriculum program as evidence by their PDP review reflections	● ● ●	Timetabled sessions for Wilson McCaskill and Rock and Water Reflections from participating students Reflections from teachers participating in the programs with their students on the impact on their teaching practices and student skills and behaviour Feedback from parents who attended the Wilson Parent session in March 2017	$89,000 Psychologist wages $1000 Parent session	
				12 months: The SEW Survey and ATSS survey to improve in the areas of school, peer connectedness and safety [See Table above]	● ● ●	SEW Survey results – As above for Yearly Targets ATTS Survey results –As above for Yearly Targets Student Wellbeing Threshold Data to be equivalent to or above State [2016 data above threshold but below State] Reflections from teachers in their 2017 PDP and the school ' Changes of Practice in 2017 ' Google Doc to be presented as evidence	.4 Rock and Water $45, 000	
To develop students metacognitive strategies and motivate high expectations:	Teachers work as collaborative teams to differentiate and explicitly teach in workshops and clinics at challenging levels using data walls for rigorous discussion and planning for individual needs of the students. Weekly timetabled team planning session [two per team] and PLT sessions for levels to share practice and data information Teachers collect rigorous evidence of learning, target their teaching and evaluate their impact. Coaches and teams will take responsibility for this Students are encouraged to give feedback to teachers on their delivery and content of lessons. Teachers will be given specific PD on 21st Century pedagogy area of Student Self-regulation and given information to build their knowledge of student feedback in its many forms via PLT's, Curriculum Day run by Tina Ersch and the self-direction of teams during their Level Release 50 minutes a week	Whole staff Classroom teachers	Dec 2017	6 months: Teacher PDP evidence of the use of data walls and coach feedback FOR EACH TEAM children are beginning to articulate their learning goals and parents are notified and informed regularly via SENTRAL	● ● ●	Examples of reporting to students via SENTRAL – achievement and future personal learning goals Mid- year teacher PDP evidence reflects students have their learning goals and are beginning to articulate them and that Student Feedback is evident in weekly programs throughout the curriculum		
				12 months: Through PDP process team and individual reviews teachers are able to articulate and show evidence of data collection, analysis and differentiated lessons. Data evidences student achievement data to show considerable differentiation F-6 Survey data indicates student intellectual engagement has improved as indicated by the following variables in the 2017 Attitudes to School Survey: Cognitive Engagement, Stimulated Learning, Motivation and interest and Self-Regulation Student feedback data to indicate confident and constructive feedback to teachers.	● ● ●	Teacher reflections on Changes in Practice Google Doc Student feedback on their learning in this area PLT Term Planners and teacher reflections on the impact of their learnings. Staff are working collaboratively to achieve team and school goals as evidenced by the following variables in the Staff survey Staff Survey Targets |	2016	2017 Target
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Teacher Collaboration	67%	85%			

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	[Teams can determine their teams learning based on their teams learning needs. E.G. Through a variety of ways of sharing Practice – presented to staff at a Staff meeting- Shadowing students, Classroom visits, video analysis Lesson study, photo chats or learning walks teachers use one of the following approaches to improve their learning Teams also have a coach assigned to them for mentoring and coaching. All teams submit their PLT plan for each semester and present their learnings at a Staff Showcase each semester					Collective Focus on Learning — 85% / 90% Trust in Colleagues — 64% / 80% Students indicate success through the following variables in the new Attitudes to School Survey 2017 **Attitudes to School Survey Targets**	

		2016 Data	2017 Target	Actual 2017
Motivation and Interest		79%	85%	

Intellectual Engagement:	Students are scaffolded to be independent, self-regulating learners who monitor their own progress. Under the direction of the School Improvement Team: Team Coaches and Curriculum committees will guide the delivery of Students/Teacher conference to develop learning goals in Personal learning, Science, Mathematics and Literacy – Goal books and regularly published goals on the school management system SENTRAL will be developed over 2017. Student Voice will be developed through leadership opportunities, consultation and feedback. Teacher education on Student Voice via a curriculum day, Staff Showcasing , PDP goals and direction from the coaches will guide the delivery of this strategy Two members of Staff will be active members of the Student Voice Community of Practice and will share their learning with the staff and provide ideas for the future development of our students			6 months: All students are beginning to articulate their personal learning goals and teachers are providing opportunities for students to have Voice and Choice in their classrooms Teachers will share their practice and strategies implemented at the Staff Showcase Two members of staff will be participating in the Student Voice CoP and sharing their learning. Teachers will be trailing strategies introduced in the May Curriculum Day on 21st Century pedagogy	● ● ●	Teachers are beginning to develop their understanding and practices in developing Student Intellectual engagement via providing strategies for Student Voice Work programs show evidence of the beginnings of this work	
				12 months: Students will be regularly asked to give teachers feedback on their practice Students will be able to articulate their learning goals and what they need to do in order to improve to the next level The teachers have uploaded regular feedback to the students on their achievement and their future learning goals	● ● ●	Evidence SIT meeting minutes depicting the direction of each curriculum committee Teacher PDP evidence and reflections to show children are now intellectual engaged in themselves as learners. They can articulate how they learn best , their strengths and what they need to do next to improve Student reflections on what they have learned throughout the year The Attitudes to School Survey Grades 4-6 to indicate the following achievement of targets	

	2016 Data	2017 Target	Actual 2017
Cognitive Engagement [new 2017]		Equal or above State average	
Stimulated Learning	61%	75%	
Self-Regulation [new 2017]		Equal or above State average	

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