

2018 Annual Implementation Plan

for improving student outcomes

Willaura Primary School (2662)



Submitted for review by Tammie Meehan (School Principal) on 14 December, 2017 at 04:05 PM
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 21 December, 2017 at 02:55 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Willaura Primary School (2662)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	The Willaura Primary School teaching team have spent 2017 researching evidence-based practice in data collection and analysis and have created targeted explicit teaching groups. All students in WPS have their own individual Student Learning Plans and goals are based on gaps in their learning, as evidenced in their SLPs.
	Curriculum planning and assessment	Evolving	We have worked in our PLTs to analyse data and ensure that teaching and assessment plans are consistent and meet the needs of individual students.
	Evidence-based high-impact teaching strategies	Evolving	We have been collectively sharing Student Learning Plans throughout 2017 and have plans to begin working in case-studies in 2018. Teachers have an instructional model to follow in numeracy and literacy, developed collectively in 2017. Target teaching groups began this year, following data analysis.
	Evaluating impact on learning	Evolving	Regular moderation occurs throughout each term. Targeted feedback occurs following assessment for all students and Student Learning Plans are shared to the students. Peer observations occur between our Rural School PLC.
Professional leadership	Building leadership teams	Evolving	All teaching staff at Willaura PS create our leadership team. Structured professional learning opportunities are planned and implemented each term.
	Instructional and shared leadership	Evolving	In a small school with few teachers, it is difficult at times to delegate leadership. We provide opportunities for leadership as much as we can.
	Strategic resource management	Embedding	The principal is an active member of the Ararat & Pyrenees CoP and the Rural School PLC. Planning incorporates the SSP, AIP and resourcing allocations.
	Vision, values and culture	Evolving	
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving	
	Setting expectations and promoting inclusion	Evolving	
	Health and wellbeing	Emerging moving towards Evolving	
	Intellectual engagement and self-awareness	Emerging moving towards Evolving	

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

Enter your reflective comments	Willaura PS has made some great progress in Excellence in Teaching and Learning, Professional Leadership and some of Positive Climate for Learning. We know we will need to prioritise our work in Community engagement in learning and Health and Wellbeing and Intellectual engagement and self-awareness.
Considerations for 2019	Further focus will be on data gathering and analysis, cultural learning opportunities, health and wellbeing and community engagement in learning.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Willaura Primary School (2662)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.	TARGETS: <ul style="list-style-type: none"> NAPLAN- All students will achieve at least medium to high learning growth in literacy and numeracy TEACHER JUDGEMENTS- All students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy PARENT OPINION SURVEY- To consistently achieve a high proportion of positive responses in all framework factors of the Student Cognitive Engagement domain STAFF OPINION SURVEY- To consistently achieve a high percentage of whole school endorsement in all components of the School Climate module. 	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. To increase the percentage of students in the top 2 bands of NAPLAN in Years 3 and 5. That all students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy.	Evidence-based high-impact teaching strategies
To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.	TARGETS: <ul style="list-style-type: none"> STUDENT ATTITUDES TO SCHOOL SURVEY (Student Voice and Agency)- To consistently achieve a high percentage of positive responses in the survey factors of Stimulated Learning and Student Voice and Agency PARENT OPINION SURVEY (Student Voice and Agency)- To consistently achieve a high percentage of positive responses in the framework factors of Student Agency, Stimulating Learning Environment and Effective Teaching. 	Yes	To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning. To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning Environment and Effective Teaching.	Empowering students and building school pride

Improvement Initiatives Rationale	
Student learning growth will improve if teacher capacity is strengthened.	
Students will be motivated to achieve their full potential if they feel they have a voice in their learning and their families are engaged in their learning.	

Goal 1	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.
12 month target 1.1	To increase the percentage of students in the top 2 bands of NAPLAN in Years 3 and 5. That all students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy.
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	To develop a program that provides for all students requiring intervention in literacy and numeracy.
KIS 2	Teachers will be able to demonstrate a good understanding of the High Impact Teaching Strategies and will be using them in their classrooms.
KIS 3	To develop a common instructional model for literacy and numeracy that will be implemented across the school.
KIS 4	To continue to build teacher capacity in data literacy to analyse data and guide explicit teaching and learning.

Goal 2	To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.
12 month target 2.1	To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning. To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning Environment and Effective Teaching.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	To build capacity for teachers to engage students in their personalised learning and goal setting aligned to the Victorian Curriculum and DET initiatives.
KIS 2	To continue building teacher capacity through professional learning to confidently set Family Centred Classroom Practice Goals in their classrooms each term.
KIS 3	To build parent capacity to support their child's learning.
KIS 4	To participate in a pilot program with Malarkey Playwork to introduce loose parts play to Willaura Primary School to increase engagement and Student Voice and Agency.

Define Evidence of Impact and Activities and Milestones - 2018

Willaura Primary School (2662)

Goal 1	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.			
12 month target 1.1	To increase the percentage of students in the top 2 bands of NAPLAN in Years 3 and 5. That all students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy.			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 1	To develop a program that provides for all students requiring intervention in literacy and numeracy.			
Actions	Intervention teacher to develop program which involves students accessing Reading Recovery, Multilit, Minilit and EMU. Timetable intervention teacher for 1 hour per day to run intervention. Intervention teacher will continue to participate in training for Reading Recovery and EMU and will be trained in Multilit/Minilit.			
Evidence of impact	Students in program will have achieved expected level or above expected level in targeted intervention areas.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Continued training in Reading Recovery and EMU. Minilit/Multilit Training	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,300.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.			
12 month target 1.1	To increase the percentage of students in the top 2 bands of NAPLAN in Years 3 and 5. That all students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy.			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 2	Teachers will be able to demonstrate a good understanding of the High Impact Teaching Strategies and will be using them in their classrooms.			
Actions	<ul style="list-style-type: none"> - Professional learning opportunities in PLT meetings - Opportunities to choose which strategy to develop as a team - Using chosen strategies in classrooms and provide opportunities for Peer Observation within own school - Choosing a strategy with Rural School cluster and providing opportunities for Peer Observation across the cluster schools 			
Evidence of impact	Teachers will have a better understanding of High Impact Teaching Strategies and will be using them in their classrooms. Teachers will reflect on their use of the HITS following Peer Observations within the schools and the cluster.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLT meetings prioritising professional learning opportunities on the HITS. Peer Observation Protocols organised. Peer Observations timetabled into calendar.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.			
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12 month target 1.1	To increase the percentage of students in the top 2 bands of NAPLAN in Years 3 and 5. That all students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy.			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 3	To develop a common instructional model for literacy and numeracy that will be implemented across the school.			
Actions	PLT meetings to review the current literacy and numeracy instructional models. Peer and Principal observations in classrooms to view instructional model in practice. Teachers to identify and adopt a common instructional model for both literacy and numeracy.			
Evidence of impact	A common instructional model in literacy and numeracy will be evident in all classrooms.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLT Meetings to review current literacy and numeracy instructional models. Peer Observations between teachers to provide opportunity to reflect on use of instructional models. Principal observations in classrooms to provide opportunity to reflect on use of instructional models.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To explicitly use evidence-based school improvement strategies to ensure improved student learning outcomes in literacy and numeracy over the life of this strategic plan.			
12 month target 1.1	To increase the percentage of students in the top 2 bands of NAPLAN in Years 3 and 5. That all students will achieve at least 12 months or more learning growth over 12 months in literacy and numeracy.			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 4	To continue to build teacher capacity in data literacy to analyse data and guide explicit teaching and learning.			
Actions	To continue using 'Putting Faces on the Data' by Lyn Sharratt & Michael Fullan as professional reading. To continue developing our data wall and using the data to inform explicit teaching practice. To visit Footscray North Primary School to observe 'case-study' high impact practice. To develop flexible target teaching groups in numeracy and writing. To begin implementing student 'case-studies' for 6 week blocks.			
Evidence of impact	Teachers will adhere to the whole school assessment schedule. The data wall will be used by all teachers to guide explicit teaching.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Visit to Footscray North Primary School (Curriculum Day- Term 1) Readings from 'Putting Faces on the Data' in PLTs. Data Wall kept up to date. Flexible Target Teaching groups organised by Term 2.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$520.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.			
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12 month target 2.1	To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning.			
	To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning Environment and Effective Teaching.			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	To build capacity for teachers to engage students in their personalised learning and goal setting aligned to the Victorian Curriculum and DET initiatives.			
Actions	Teachers will update all learning on all Student Learning Plans each term. All Teachers and students will set learning goals based on needs in their Student Learning Plans. Goals will have three levels: Bronze, Silver and Gold- leading to mastery if all three levels are achieved. Students who reach goals will be celebrated. Teachers will develop and implement 'Education Research Project' program (following the teacher visit to Noble Park PS) for personalised learning. Purchase Engagement Matters and Play Matters books from ACER for all staff.			
Evidence of impact	All students will have their own Student Learning Plan document. Student goals will be on display in classrooms or on the Open Area wall. Goals will show three levels of mastery. Students can articulate their goals when asked. 'ERP' program timetabled into planners.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Updated Student Learning Plans. Displayed student goals featuring three levels of mastery. Purchase of Engagement Matters and Play Matters. 'ERP' program implementation, including Exhibitions each term.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$280.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.			
12 month target 2.1	To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning.			
	To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning Environment and Effective Teaching.			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 2	To continue building teacher capacity through professional learning to confidently set Family Centred Classroom Practice Goals in their classrooms each term.			
Actions	PLT meetings to provide opportunities for professional learning in engaging parents in their child's learning. Two PLT meetings each term to focus on setting Family Centred Classroom Practice Goals for each classroom and reflecting on the FCCP goals. Teachers expected to plan and implement their FCCP goal.			
Evidence of impact	All teachers will plan and implement a FCCP goal each term. Parents will be given an opportunity to be engaged in the learning of their child. Reflection time of FCCP will provide opportunity for teachers to share their goal, discuss the success of the goal and receive feedback and constructive ideas from colleagues.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLT meeting focusing on setting a FCCP goal for each classroom. Teachers implement their FCCP goal. Teachers participate in reflection of FCCP goal.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.			
12 month target 2.1	To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning. To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning Environment and Effective Teaching.			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 3	To build parent capacity to support their child's learning.			
Actions	Principal to participate in a Relational Learning Study Tour in Santa Fe, New Mexico. (Mostly funded through Victorian Principal Association Scholarship). To provide professional learning opportunities to assist teachers to support parents. To hold one Community Conversation each term for parents. To share learning in newsletters and on Facebook page.			
Evidence of impact	A belief in all staff that parents are crucial to student learning and a willingness to engage parents in learning at Willaura PS. Attendance by parents in 'Community Conversations'. Newsletters and Facebook posts containing information about learning.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Principal attending Study Tour in Santa Fe, New Mexico. (Term 2) Community Conversations held each term. Inclusion of information about learning in Facebook posts and newsletter.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,900.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To strengthen student voice and community involvement to enhance student learning over the life of this strategic plan.			
12 month target 2.1	To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning. To increase the overall percentage of positive responses in the Survey Factor of Stimulated Learning Environment and Effective Teaching.			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 4	To participate in a pilot program with Malarkey Playwork to introduce loose parts play to Willaura Primary School to increase engagement and Student Voice and Agency.			
Actions	Professional learning opportunities for staff about engaging students through loose parts play, completing risk analysis, play audit and learning through play. Working alongside Marc Armitage (UK Playworker Expert) at our school. Providing opportunity for students to have a voice on any decisions made about the playground. Provide opportunities for connection between local kindergarten and the school to develop relationships earlier in the education of local children.			
Evidence of impact	Play will be seen as an opportunity to learn and engage all students. A stronger relationship will be forged between early childhood and primary school in Willaura. Students will be able to make decisions about play and their playground in their school.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning PLTs with Malarkey Playwork. Risk analysis and play audit. Introduction of loose parts play in the playground. Shared PD with kindergarten and sharing of school grounds.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Willaura Primary School (2662)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continued training in Reading Recovery and EMU. Minilit/Multilit Training	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT Meetings to review current literacy and numeracy instructional models. Peer Observations between teachers to provide opportunity to reflect on use of instructional models. Principal observations in classrooms to provide opportunity to reflect on use of instructional models.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Visit to Footscray North Primary School (Curriculum Day- Term 1) Readings from 'Putting Faces on the Data' in PLTs. Data Wall kept up to date. Flexible Target Teaching groups organised by Term 2.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site Footscray North Primary School
Updated Student Learning Plans. Displayed student goals featuring three levels of mastery. Purchase of Engagement Matters and Play Matters. 'ERP' program implementation, including Exhibitions each term.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT meeting focusing on setting a FCCP goal for each classroom. Teachers implement their FCCP goal. Teachers participate in reflection of FCCP goal.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Principal attending Study Tour in Santa Fe, New Mexico. (Term 2) Community Conversations held each term. Inclusion of information about learning in Facebook posts and newsletter.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dr George Otero & Lois Vermilya	<input checked="" type="checkbox"/> Off-site Centre of Relational Learning, Santa Fe, New Mexico
Professional learning PLTs with Malarkey Playwork. Risk analysis and play audit.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Introduction of loose parts play in the playground. Shared PD with kindergarten and sharing of school grounds.			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Marc Armitage (Malarkey Playwork)	
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Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Draft