

2020 Annual Implementation Plan

for improving student outcomes (Overview version)

Warrnambool West Primary School (0182)



Submitted for review by Clare Monk (School Principal) on 28 February, 2019 at 12:48 PM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 28 February, 2019 at 03:30 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	
	Intellectual engagement and self-awareness	

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

Warrnambool West Primary School 2020 AIP overview

<p>Goal 1</p>	<p>STUDENT ACHIEVEMENT By the end of the strategic plan, we will build the capability of all staff through a culture of collaboration and collective responsibility so that all students achieve their appropriate learning growth in Literacy and Numeracy.</p>	
<p>Target 1.1</p>	<p>Reduce the percentage of students in the bottom 2 bands in NAPLAN reading;</p> <p>Year 3 - 2019 43% Target 2020 30% Year 5 - 2019 53% Target 2020 40%</p> <p>Increase the percentage of students meeting or above benchmark growth in reading year 3-5 from 53.9% in 2019 to % to 65% in 2020</p> <p>By the end of 2020, triangulated teacher judgments will show that the minimum expected growth of students with disadvantage is 25% or less working towards expected level, at least 50 % at expected level and 25% working above the expected level. (PDS students exception)</p>	<p>OUTCOMES</p> <p><u>Leaders will:</u></p> <p>Participate in the CoP and support the school team to participate in the CoP. Resource the conditions to enable staff collaborative practices. Align AIP to Principal PDP and staff PDP. Resource and be an active participant in teacher observations/pedagogical model implementation. Use the HITS document as a focus to develop the practice of individual team members. Share data with team members at meetings using the provocation of 'What does the evidence tell us?'</p> <p>Lead team members to interrogate student reading data, using the improvement cycle to support teaching and learning.</p> <p><u>Teachers will:</u></p> <p>Participate in the WSW CoP.</p>

<p>Target 1.2</p>	<p>N/A</p>	<p>Work collaboratively to improve student reading outcomes across the school, increased understanding, knowledge and skills in the teaching of reading, analyse student data and differentiate instruction, understand the structure of the reading pedagogical model and the instructional practices (e.g. guided reading etc).</p>
<p>Target 1.3</p>	<p>While this is not a primary goal a minimum target is; By the end of 2020, triangulated teacher judgments will show that all students with equity disadvantage funding, working below the expected level, in number and algebra will exceed a minimum of 12 months in Vic Curriculum growth by November.</p>	<p>Establish/improve peer observation skills. Use the reading pedagogical model to plan and deliver lessons. Share the responsibility for the students reading growth across classes. Incorporate tier 1&2 intervention into weekly planners. <u>Students will:</u> Articulate their reading learning goals and know how they will be successful in achieving their goals. Be able to provide evidence of their progress in reading. Be provided with opportunities to provide feedback to teachers on their teaching and on the students’ feelings and progress about reading.</p>
<p>Target 1.4</p>	<p>Percent endorsement - Whole school Collective efficacy to increase from 2019- 52%- 2020 - 60% Teacher collaboration 2019- 68.6% - 2020- 75%</p> <p>Instructional leadership 2019- 72.1%- 2020- 80%</p> <p>Collective responsibility 2019- 68.6% 2020- 75%</p>	<p>Know the expectations in literacy sessions, know they have quality material to read, know they will be supported and explicitly taught skills. Self-monitor their progress, and provide evidence they believe demonstrates achievement of their goals Know their reading goals and be able to frame future learning goals based on identified strengths and areas for improvement Engage actively in tasks using worked examples</p>

Feedback
2019- 58.6% 2020- 70%

Key Improvement Strategy 1

Build practice excellence

Build teacher capacity to embed an agreed instructional reading model incorporating high impact teaching strategies.

ACTIONS

Warrnambool West Primary School has selected the KIS to embed the consistent implementation of the reading instructional model for the second year in a row. In 2019, our actions related to understanding the model and delivering teacher professional learning to support its understanding and use. Classroom observations and learning walks throughout 2019 showed that teachers were using the model; however there was wide variation in how the model was being interpreted and student growth in the area of reading was low.

This year, Warrnambool West Primary School has chosen the following Actions in order to deepen consistency of practice:

1. Appoint an AP to work with the Principal and Learning Specialist to develop high quality teaching and learning across the school.
2. Develop and implement a peer coaching model to support consistent implementation of the reading instructional model
3. Participate in the 2020 WSW Reading Growth for All Community of Practice (4 x year)
4. Embed, strengthen and maximise opportunities to strengthen collaborative team practices and responsibilities in the teaching of reading using the PLC framework.
5. Develop expertise in monitoring students' learning growth and teaching to point of need using the FSIO improvement cycle
6. Appoint a 0.6 intervention teacher to support the learning growth of equity funded students.
7. Re-engage expert- Misty Adoniou to follow up work commenced in 2019
8. Use the data walls to identify students for intervention and to track learning growth.
9. Principal to remain part of the Principal CoP 'Authentic Literacy.
10. Identify staff to participate in the Bastow Literacy program.
11. Develop a teacher guide/expectations on the 'first twenty days' for literacy learning.
12. 'Sounds Write' to be taught daily at all year level.

- 13. Resource library with new material for students to read
- 14. F&P assessments to be conducted term 2 and 4 and moderated with all staff

SUCCESS INDICATORS

1. All teachers participate in a range of collaborative activities, which are regularly evaluated in terms of impact on learning.
2. Teachers able to articulate the specific learning needs of each student in the context of reading.
3. Data is consistently used in PLC meetings to support curriculum planning
4. The school has a data management system that enables teachers to readily access and use data at team, class and individual levels

Goal 2	<p>WELLBEING By the end of the strategic plan, we will lead the development and implementation of a whole school approach to respectful relationships to strengthen the self-efficacy of all learners.</p>	
Target 2.1	<p>12 Month Target</p> <p>Staff trust in Colleagues</p> <p>2019- 5.2% Target 2020- 60%</p> <p>Leaders support for Change</p> <p>2019- 73.8% Target 2020- 80%</p>	<p>OUTCOMES</p> <p><u>LEADERS</u></p> <p>Draw on current research and utilise the improvement cycle to plan, implement, monitor and evaluate this work and then lead the development of a SWPBS Framework</p> <p>Develop the expectations of positive behaviours with whole school community</p> <p>Plan opportunity for parents to attend a Resilience Project information session</p> <p>Lead the development of a SWPBS Matrix</p> <p>Provide ongoing feedback and support to build collective efficacy of staff</p> <p>Identify and target areas of professional development to build collective efficacy in SWPBS and Resilience Project strategies.</p>
Target 2.2	<p>Percent endorsement - Student Attitudes to school- Teacher concern</p> <p>2019- 75.6% - 2020- 85%</p>	<p>Identify PL opportunities for trauma informed practices.</p> <p><u>TEACHERS:</u></p> <p>Participate in the 'Resilience Project' (Years 3-6)</p> <p>Actively engage and commit to PL in SWPBS, Positive Behaviour/RRRR Strategies and</p>

	<p>Resilience 2019- 10% 2020- 25%</p> <p>Self- regulation and goal setting 2019- 15.8% 2020- 25%</p> <p>School Contentedness 2019- 23.7 % 2020- 35%</p> <p>Sense of Inclusion 2019- 31.8% 2020- 50%</p> <p>Advocate for School 2019- 44.9 % 2020 - 50%</p> <p>Managing Bullying 2019- 5.1% 2020-30%</p> <p>Respect for Diversity 2019- 23.8 2020- 40%</p>	<p>committing to the behaviour matrix processes</p> <p>Analyse student attitudes to school data with student voice.</p> <p>Accessing wellbeing supports appropriately and with a positive mindset.</p> <p>Increased knowledge and capacity in implementing the SWPBS, Positive Behaviour/RRRR Frameworks</p> <p>Record behavioural incidents on COMPASS chronicle templates according to protocols</p> <p>Model a Growth Mindset and acknowledge positive behaviours and choices of students and each other.</p> <p>Maximising inclusion for all students through the use of ILP and Behavior Support Plans.</p> <p>Share positive good news stories with key stakeholders.</p> <p><u>STUDENTS:</u></p> <p>Students using the language of positive education: growth mindset, referencing the values, restorative practices and respectful relationships.</p> <p>Reduced incidents of poor behaviour choices.</p> <p>Participation in the Resilient Youth survey</p> <p>Genuine celebrations and acknowledgements of positive behaviours.</p> <p>Model the school values in all areas of the school community</p> <p>Model expected behaviours and inclusion from the Behaviour Matrix</p> <p><u>SCHOOL COMMUNITY</u></p> <p>Understand why and how we implement a SWPBS Framework</p> <p>Be offered workshops in learning about Respectful Relationships</p> <p>Engage in school activities</p>
<p>Target 1.3</p>	<p>N/A</p>	

Key Improvement Strategy 2

Setting expectations and promotion inclusion

Develop and implement an agreed and documented whole school approach to teach, encourage and nurture respectful relationships that are inclusive for all students and staff.

ACTIONS

Engage SWPBS coach to assist with the implementation of School wide positive behavior framework
Develop a student friendly matrix outlining expected behaviours that are encompassing of school values
Youth mentor to build positive relationships with students using a growth and solution focused mindset.
Reflect on how instructional leadership and classroom practice can be strengthened to build a positive school climate, using SWPBS, Positive Education and Resilience Project strategies and frameworks.
Review and refine the Nurture Room, Sensory Program and Hands On Learning to ensure integrity to the programs and their link to inclusion in whole school culture.
Nurturing principles will be part of every classroom.
HOL program will run one day per week
Nurture room/sensory program will be implemented daily depending on student needs.
Create templates for Compass to document and monitor student behaviours (both minor and major), needs and responses to SWPBS
Engage in WASSP Resilience Project for staff, students, (year 3-6) and families and recommended follow up work (journals)
Develop a cycle of implementation for SWPBS following initial PL with milestones and checkpoints for progress, celebration and goal setting, using data and evidence to monitor progress and adjust strategies.
Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff
Review 'Student Engagement and Wellbeing Policy and make adjustments to include SWPBS, Positive Education and Resilience Project philosophies.
Liaison with kindergartens to establish a professional learning network based on the Alannah & Madeline Foundation framework to build the capacity of educators to work with children who are exhibiting challenging behaviours.

SUCCESS INDICATORS

1. The school has a data management system that enables teachers to readily access and use data at team, class and individual levels for ongoing monitoring of behaviours.
2. PLC meetings are used to regularly review management processes to ensure are consistent across the school with agreed norms and protocols.
3. A menu of strategies to encourage appropriate behaviors is developed
4. Classroom rules are aligned with school wide expectations, displayed and regularly referred to.

5. Learning Walks to monitor expected student behaviour, as well as observe teachers redirecting, reteaching and conferencing for positive behaviour.
6. Student Attitudes to Survey data in the areas of School Connectedness, Sense of Inclusion, Advocate at School, Managing Bullying and Respect for Diversity to increase positively from 2019 baseline data.
7. Data collection from participation in the SWPBS self-assessment survey.
8. Student Wellbeing engagement policy is reviewed and updated to include commitment to SWPBS and Resilience Project approaches to positive, happy, resilient students.