Annual Implementation Plan: for Improving Student Outcomes

School name: Mount Waverley Heights Primary School

School number: 4832

Year: 2017

Based on strategic plan: 2017-2020

Endorsement:

Principal: Sharon Reiss-Stone

Senior Education Improvement Leader: Allen McAuliffe

School council President: Airlie Anderson-Weir

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
• **Achievement**: To enhance the relative growth of student outcomes in English and Maths for students across the school.   • **Engagement**: To provide a safe, secure and stimulating learning environment which maximises social and emotional development and encourages students to be well connected, creative and critical thinkers.   • **Leadership**: To maximise school leadership and staff capacity in order to enhance the school's high performance culture and build a stronger learning community.

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 School Strategic Plan (SSP) for 2013–16 included a goal to maximise the achievement of high capacity learning outcomes for all students in all learning domains, particularly with a strong focus from Foundation to Year 6 in Literacy and Numeracy. Goals were set in order to improve learning growth for Years 3 to 5 in Mathematics and English in the National Assessment Program–Literacy and Numeracy (NAPLAN) and to increase the number of students with A or B scores against the Australian Curriculum and Victorian Essential Learning Standards (AusVELS) Foundation to Year 6 in English Reading, Writing and Speaking and Listening and Mathematics Number, Measurement and Chance and Data.

The school had mixed success in meeting these targets consistently for the entire SSP period. However there is strong evidence in 2016 that some of those aspirational targets are close to fruition.

NAPLAN learning growth is more positive particularly in English however the peer review panel and the School Self Evaluation (SSE) emphasised that a strong focus on Writing, Grammar and Spelling would need to be deployed across all year levels in the new SSP.

NAPLAN school means were below State means with similar characteristics based on the four year predicted score averages. It was also recognised that some of the mean score fluctuations in NAPLAN data were affected by small cohort scores. It was also evident that there were no students at this school who have achieved consistently high scores in NAPLAN.

Teacher judgments based on the AusVELS indicated that there are around 40 per cent of students placed at level A or B and with fewer high performing students in Writing, which is consistent with the NAPLAN data. A similar situation existed with Speaking and Listening. On average, 75 per cent of students received A or B scores in the AusVELS domains of Mathematics in 2015.

The panel acknowledged the comprehensive array of Teaching and Learning programming initiatives undertaken particularly in the last three years in order to maximise future student achievement levels.

The SSP goals of maximising student wellbeing and engagement and levels of connectedness to school were largely achieved. Parent opinion of the school based on the Parent Opinion Surveys (PO Survey) has risen in a time of cultural change with a new school name and mission statement

Student Attitudes to School Survey (ATS Survey) data remained positive although not all targets in the Teaching and Learning and Wellbeing areas of the survey were met. In 2016 the ATS Survey data is more positive particularly in the areas of Student Motivation, Stimulating Learning and Learning Confidence which are now close to the fourth quartile, although satisfaction levels expressed by the girls cohort in Years 5 and 6 is a little lower than the boys.

The staff have worked effectively to consolidate a strong positive teaching and learning and student wellbeing and engagement culture at the school.

Student attendance remains a concern with school absence rates still lower than regional mean levels despite some extensive work on programs and processes in this area.

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)
Excellence in teaching and learning **Evidence based high impact strategies** **Curriculum planning and assessment**	1. Develop a whole school approach to the teaching of Mathematics at all year levels, within the structure of the whole school instructional model. 2. Develop a whole school approach to the teaching of Writing at all year levels, within the structure of the whole school instructional model. 3. Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum.
Positive Climate for Learning **Health and Wellbeing** **Intellectual engagement and self-awareness**	4. Embed the school's Positive Behaviours Program across all year levels with a focus on perseverance and social and emotional intelligence. 5. Develop a sequential and structural approach to inquiry-based learning with an emphasis on problem solving and global/social responsibility.
Professional Leadership **Building leadership teams**	6. To develop and implement a whole school professional learning program based on the new school Strategic Plan goals and targets. 7. To provide ongoing leadership development to the school leadership team in order to empower them to meet their full potential.

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Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please not that, in the progress status section, 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 slightly behind schedule but remediation strategies are in place to get back on schedule and 🟢 on schedule and/or completed.

STRATEGIC PLAN GOALS	To enhance the relative growth of student outcomes in English and Maths for students across the school.
IMPROVEMENT INITIATIVE	*Excellence in teaching and learning -* ***Evidence based high impact strategies, Curriculum planning and assessment***

STRATEGIC PLAN TARGETS	**Victorian Curriculum Data**
	• Increase the percentage of students with As and Bs in literacy and numeracy measures of the Victorian Curriculum from…
	  38% to ≥45%in Reading
	  28% to ≥40%in Writing
	  17% to ≥25% in Number & Algebra
	
	NAPLAN
	
	• Increase the percentage of students in the top two bands of NAPLAN in reading, writing and numeracy at Years 3 and 5 from….
	  40% to ≥50% (Yr 3) & 33% to ≥45% (Yr 5) in Reading
	  45% to ≥50% (Yr 3) & 13% to ≥25% (Yr 5) in Writing
	  19% to ≥25% (Yr 3) & 14% to ≥25% (Yr 5) in Maths
	
	SURVEY RESULTS
	
	• Student Attitude Survey results to be at or above mean 4.40 in the following areas: Learning Confidence, Stimulating Learning, Teacher Effectiveness, Teacher Empathy
	• School Staff survey results to show an improvement, as follows - Teacher Collaboration to be at or above ≥80
	• Parent Opinion Survey results to be ≥5.90 for Stimulating Learning and ≥ 5.6 for Learning Focus

12 MONTH TARGETS	**Victorian Curriculum Data**
	• Increase the percentage of students with As and Bs in literacy and numeracy measures of the Victorian Curriculum to..
	  40% in Reading
	  30% in Writing
	  20% in Number & Algebra
	
	NAPLAN
	
	• Increase the percentage of students in the top two bands of NAPLAN in reading, writing and numeracy at Years 3 and 5
	  43% Yr 3 & 36% Yr 5 in Reading
	  47% Yr 3 & 15% Yr 5 in Writing
	  22% Yr 3 & 17% Yr 5 in Maths
	
	SURVEY RESULTS
	
	• Student Attitude Survey results to be at or above 4.10 in areas stated above
	• Teacher Collaboration to be at or above ≥68
	• Parent Opinion Survey results to be ≥5.75 for Stimulating Learning and ≥ 5.40 for Learning Focus

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Develop a whole school approach to the teaching of Mathematics at all year	- Curriculum Day with Michael Ymer. Follow up from last year's PD (Victorian Curriculum – planning: Year, Termly, weekly). This CD focus: Effective Strategies for the teaching and	Prin	Wed Feb 1	6 months: - Consistent whole school approach to planning of Maths utilising 'Booker' as school guide to understand developmental stages and differentiate tasks accordingly. This will be reflected in staff PDP goals.	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	$7000	

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levels, within the structure of the whole school instructional model. 'REACH' framework	learning of Mathematics. - Develop staff's pedagogical understanding of the developmental stages of learning mathematics through professional reading - ('Booker' - as a go to guide) and through regular professional learning. Provide 'Booker' guide to all staff, so that they can utilise this resource to plan together and to discuss how to differentiate tasks , identifying misconceptions and strategies to overcome these. - Develop, document and identify how our 'REACH instructional framework marries with our approach to teaching of mathematics	Maths PLT leader Maths PLT leader	Term 1 Term 2	12 months: - Consistent whole school approach to assessment of Maths (Booker/Essential Maths/Pat Maths – data entered on SENTRAL) - A consistent term planner established across the school - Consistent maths planners at level - LM and PLT minutes reflect conversations about developmental continuum (Booker) and planning for learning (differentiating tasks) - Weekly planners to show problem solving/critical thinking strategies for all students – every day, every lesson. (Every group has something that is set as a challenge for them).	🔴 🟡 🟢		$500
Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum.	- Establish whole school collection of maths data. Data to be entered online – diagnostic results used to help inform teaching. Entered on Sentral. - On Demand – Number collected and data utilised to develop level approach to gaps and to challenge students operating above level. Data entered on Sentral. Discussed at LM - 'A' (Apply & Assess) investigate a range of ongoing assessment resources – Essential Maths, Booker, etc. - Differentiation of maths tasks and adapting lessons to suit different ability groups. (Michael Ymer PD). In class demo days.	AP AP Maths PLT leader Maths PLT leader	Term 1 Term 1 Term1/2 Term 2	6 months: - Maths data collected and results entered on SENTRAL. LM used to discuss + and areas for improvement. Planning of lessons undertaken as a result of outcomes, evident in minutes. - On Demand undertaken and results entered on SENTRAL. LM discussions and correlations sought with other testing results. Triangulation of data 12 months: - Ongoing Assessment resources purchased (E.g. Essential Maths) - Utilisation of strategies as outlined by Michael Ymer	🔴 🟡 🟢 🔴 🟡 🟢		2500 2500
Develop a whole school approach to the teaching of Writing at all year levels, within the structure of the whole school instructional model.	Continue from previous years: • Continue with SMART Spelling across the school, gathering data and analysing results • Updating the REACH folder to align with Victorian Curriculum • Complete level templates for Reciprocal Reading New for 2017 • Whole school moderation in writing to occur each term. • Introduce VCOP Writing for Years P – 4 (Curriculum Day – Andrell Education) All staff members to be trained in approach. • Introduce The Six Traits of Writing in Years 5 & 6	Lit PLT leader Lit PLT leader PLT team Yr 5/6 team	Term 1 with 3-6 team Feb 28 – June 30 April 19 Term 2	6 months: • Reciprocal Reading practices conducted utilising new templates • Staff PDP goals to reflect actions teams will take to challenge students thinking in Reading. 12 months: • Increase percentage of students achieving above level in Reading. • Moderated Writing piece (Narrative) in Term 4 across the school (Topic to be given) • Formation of writing samples at different levels to be collected and used to assist with assessment. • VCOP – Vocab, connectives, openers, punctuation implemented P-4	🔴 🟡 🟢 🔴 🟡 🟢		

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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To provide a safe, secure and stimulating learning environment which maximises social and emotional development and encourages students to be well connected, creative and critical thinkers.
IMPROVEMENT INITIATIVE	*Positive Climate for Learning* **Health and Wellbeing -Intellectual engagement and self-awareness**
STRATEGIC PLAN TARGETS	School Wide Positive Behaviour Program (SWPB) to incorporate Social and Emotional Learning (SEL) strategies through the wellbeing scope and sequence. A well-defined approach to Tier 2 behaviours will be evident. Critical and creative thinking strategies and challengers incorporated into inquiry unit templates. Student voice regarding future learning - the 'So what?' 'Now what?' integrated into units, empowering students to make a difference by taking action. **Attitudes to School Data** • Increase the minimum mean score by 2020 to 4.50 for Connectedness to Peers, Student Safety, School Connectedness • Increase the minimum mean score by 2020 to 5.80 for Student Distress and Student Morale **Parent Opinion Survey** • Increase the minimum mean score by 2020 to 5.90 for Connectedness to Peers, Student Motivation & Social Skills **Absence Data** • Approved and non-approved absence rates to be at or below an average of 11 days per student per year across all year levels.
12 MONTH TARGETS	School Wide Positive Behaviour Program (SWPB) to incorporate Social and Emotional Learning (SEL) strategies through the wellbeing scope and sequence. A well-defined approach to Tier 2 behaviours will be evident. **Attitudes to School Data** • Increase the minimum mean score by 2020 to 4.20 for Connectedness to Peers, Student Safety, School Connectedness • Increase the minimum mean score by 2020 to 5.60 for Student Distress and Student Morale **Parent Opinion Survey** • Increase the minimum mean score by 2020 to 5.70 for Connectedness to Peers, Student Motivation & Social Skills **Absence Data** Approved and non-approved absence rates to be at or below an average of 11 days per student per year across all year levels.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Embed the school's Positive Behaviours Program across all year levels with a focus on perseverance and social and emotional intelligence.	- Curriculum Day –Include an introduction of Art Costa's Habits of Mind. Complete Habits of Mind activities and provide staff with an understanding of strategies and ways to implement across levels. (those that relate to SEL)	Hill/ Lindsay	Term 1	**6 months:** - Level Coordinators have ensured that weekly planning incorporates Wellbeing lessons connected to the targeted Expectation and positive behaviour for that week (or with a targeted Expectation/Positive Behaviour specific to the Level).	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	1000	
	- Continue with MOLS funded project: Reducing the Vulnerability to family violence of local school children.	Hill		**12 months:** - Staff will have a working knowledge of 8-16 Habits of Mind. - Staff will include Mappen HoM lessons as part of their inquiry sessions. - PL minutes will reflect regular Habits of Mind mini sessions	🔴 🟡 🟢			
	- Outline Tier 2 strategies and approach. Identify students and provide wellbeing sessions targeted at improving social capabilities – building friendships, taking	Hill/ Sharon/ Linda	Term 1	**6 months:** - Identifying students and running program **12 months:** - CICO procedures trialled and refined for MT Waverley	🔴 🟡 🟢 🔴 🟡 🟢			

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				Heights - Regular Social Skills program trailled as a Tier 2 strategy - Reduction in negative behaviours tracked through Sentral.				
	Training of leadership team (coordinators optional) in 6 second EI program. Reflecting on own strengths and areas of challenge. Understanding framework and possibilities.	Prin Leonie Griffin	Late Term 3 early Term 4	6 months:	🔴🟡🟢			
				12 months: - Profile of leadership team established. Leadership team members participated in coaching sessions to understand one's own EI competencies.	🔴🟡🟢		1000	

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To maximise school leadership and staff capacity in order to enhance the school's high performance culture and build a stronger learning community.
OTHER IMPROVEMENT MODEL DIMENSIONS	*Professional Leadership - **Building leadership teams***
STRATEGIC PLAN TARGETS	**School Staff Survey** ● **To improve the mean factor score by 2020 to ≥85 in the areas of Instructional Leadership, Buffering Satisfaction & Staff trust in colleagues**
12 MONTH TARGETS	**School Staff Survey** **To improve the mean factor score to ≥75 in the areas of Instructional Leadership, Buffering Satisfaction & Staff trust in colleagues**

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To develop and implement a whole school professional learning program based on the new school Strategic Plan goals and targets.	-In consultation with PLT leaders, Coordinators and leadership members, complete an outline of PL for the 2017 school year highlighting responsibilities, establishing targets and actions.	Principal	Beg Term 4, 2016	6 months: - Yearly PL outline completed with responsibilities, targets and actions	🔴🟡🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			Completed Early T1, 2017	12 months: - Reflected on success of PL's and begin to make plans for 2018.	🔴🟡🟢			
To provide ongoing leadership development to the school leadership team in order to empower them to meet their full potential.	-Training of aspiring leaders to lead writing across the school. -Leaders to organise and run PL sessions for staff - Regular leadership meetings involving coordinators to discuss student learning, data, school direction/priorities. - From regular leadership meetings Coordinators will develop the skills to lead their own teams through powerful discussions about cohort data and how to best meet and challenge students across levels (LM and P-2, 3-6 LMs).	AP PLT leaders AP/Prin	Term 3 As outlined in planner 2x a term	6 months: -LM minutes reflect student learning discussions. Uploaded to Sentral.	🔴🟡🟢			
				12 months: -Aspiring Leaders – Training in VCOP and 6+1 Writing Traits	🔴🟡🟢			

Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Select	Select status	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps: