# Annual Implementation Plan: for Improving Student Outcomes

School name: Wembley Primary School      Year: 2017

School number: 4788                      Based on strategic plan: 2015-2019

Endorsement:

| | | | | |
|---|---|---|---|---|
| Principal | Terry Lawless | 12/12/16 | Senior Education Improvement Leader | John Stone       [date] |
| School council | Janet Condy | 12/12/16 | | |

## 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 |
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| <ul><li>To improve the learning growth and achievement of every student in English and Mathematics.</li><li>To improve student engagement in their learning.</li><li>To build a positive and inclusive learning environment that embraces and celebrates diversity.</li><li>To effectively use and monitor all school resources to ensure that all students are learning at high levels.</li></ul> |

| 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.

To ensure that all students are learning at high levels the school has been focussing on the implementation of the three big ideas of a Professional Learning Community as articulated by Richard DuFour and his colleagues. They are:
1. A focus on and commitment to the learning of each student
2. A collaborative culture with a focus on learning for all
3. A results orientation

To achieve high levels of learning for all students we have been responding to the following six key questions:
1. What is it we want our students to learn? (Curriculum-identifying our Essential Learnings)
2. How will we know our students are learning? (Assessment-linking diagnostic, formative and summative assessment to guide our Learning Cycle)
3. How will we respond when students do not learn? (Improving instruction and implementing a Response to Intervention)
4. How will we enrich and extend the learning of students who are proficient? (Improving instruction and implementing a Response to Intervention)
5. How will we increase our instructional competence? (Building teacher capacity through coaching and collective inquiry into instruction)

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6. How will we coordinate our efforts as a school? (Building leadership capacity at all levels across the school through school-based and external leadership programs, such as Balanced Leadership)

Although pleased with our progress towards becoming a highly effective Professional Learning Community we know that we can do more.  In pursuit of excellence we will now draw on the research of Marzano, as articulated in 'High Reliability Schools', to identify the leading indicators requiring more attention and developing the interventions as appropriate.

**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 & Curriculum Planning and Assessment | TRANSFORMING SCHOOLS<br>● Embed formative Assessments within the Learning Cycle *(Transforming Assessment)*<br>● Develop consistency in the implementation and scoring of assessments *(Transforming Assessment)*<br>● Create clear alignment between short term cohort SMART goals in relation to long term SMART goals  *(Transforming Assessment)*<br>● Collaborative teams to conduct collective inquiry into effective teaching practice *(Transforming Instruction)*<br>● Develop instructional collaborative teams *(Transforming Teacher Development)*<br><br>HIGH RELIABILITY SCHOOLS<br>● Ensure Effective teaching in every classroom (Level 2)<br>● Further develop a guaranteed and viable curriculum. (Level 3)<br><br>● Implement  the Responding to Intervention Policy and Guidelines<br><br>● Create Vertically aligned Guaranteed Vocabulary |
| Empowering Students and Building School Pride & Setting Expectations and Promoting Inclusion | TRANSFORMING SCHOOLS<br>● Further embed expected behaviours (CT Norms, PLC Norms) across the PLC  *(Transforming Collaboration)*<br>● Monitor the stages of collaboration and create opportunities for celebration  *(Transforming Collaboration)*<br>● Develop Proficiency Scales that use student friendly language for all Essential Learnings *(Transforming Curriculum)*<br>● Use student feedback to influence the learning cycle *(Transforming Teacher Development)*<br><br>HIGH RELIABILITY SCHOOLS<br>● Create a safe and collaborative culture (Level 1)<br><br>● Continue to address and monitor student attendance<br><br>● Develop school-wide systems to define, teach and support appropriate student behaviours |

# 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 improve the learning growth and achievement of every student in English and Mathematics. |
|---|---|
| **IMPROVEMENT INITIATIVE** | Building Practice Excellence & Curriculum Planning and Assessment |
| **STRATEGIC PLAN TARGETS** | There will be three tiers of growth targets established each year.<br>**Tier One - 24 month**<br>Two year growth targets based on NAPLAN Matched School Mean data using the "Setting Growth Targets, NAPLAN" by SREAMS.<br>Targets to be set in Reading, Writing, Spelling, Grammar and Punctuation and Mathematics for the NAPLAN Matched School Mean.<br>*Refer to Appendix # 1 - Tier 1 – 24 month growth targets*<br>Two year growth targets based on NAPLAN Relative Growth Matched Cohort  - High Growth to be at or above 60%.<br>Targets to be set in Reading, Writing, Spelling, Grammar and Punctuation and Mathematics for the NAPLAN Relative Growth Matched Cohort.<br><br>**Tier Two - 12 month**<br>Our expectation is that each student's learning growth will be at least twelve months per academic year or as specified in their Individual Learning Plan, if applicable.<br>Twelve months growth targets will be written as SMART Goals in Reading, Writing, Spelling and Mathematics for the year level cohort and individual students.<br>These SMART Goals are based on *Victorian Curriculum* Teacher Judgement, Fountas and Pinnell, PAT Reading Comprehension, PAT Maths and Single Word Spelling Test.<br>*Cohort refers to whole school and year level cohorts.<br><u>Victorian Curriculum (Reading, Writing and Mathematics)</u><br>*Cohort:* Increasing the percentage of students At or Above the expected level.<br>*Individual:* Each student will achieve at least 12 months growth in one year.<br>*Refer to Appendix # 2 - Victorian Curriculum (Reading, Writing and Mathematics) Teacher Judgement and Fountas and Pinnell Benchmarking*<br><u>Fountas and Pinnell</u><br>*Cohort:* Increasing the percentage of students At or Above the expected instructional level.<br>*Individual:* Using the "Fountas and Pinnell Yearly Guide"<br>*Refer to Appendix # 2 - Victorian Curriculum (Reading, Writing and Mathematics) Teacher Judgement and Fountas and Pinnell Benchmarking*<br><u>PAT Reading</u><br>*Cohort:* Percentage of students Above/At and Below according to the test/booklet achieved.<br>*Individual*: Using the Scale Score and "Growth Targets" by SREAMS.<br>*Refer to Appendix # 3 - PAT Reading and PAT Maths*<br><u>PAT Maths</u><br>*Cohort:* Percentage of students Above/At and Below according to the test/booklet achieved.<br>*Individual:* Using the Scale Score and "Growth Targets" by SREAMS.<br>*Refer to Appendix # 3 - PAT Reading and PAT Maths*<br><u>Single Word Spelling Test</u><br>*Cohort:* Increasing the percentage of students At or Above the expected level.<br>*Individual:* Using the "Spelling Level, Age Guide" by Acer.<br>*Refer to Appendix # 4 – Single Word Spelling Test* |

| | Tier Three - Units Of Work |
|---|---|
| | Each term, Short-Term Cohort SMART goals will be set in at least one Mathematics and one English unit of work, based on a pre-assessment and linked to a Proficiency Scale for each year level cohort, class and individual student.<br>Our expectation is that each student achieves an effect size of 0.6 for each unit of work as documented in a Guttman Chart, measuring the Zone of Proximal Development. |
| **12 MONTH TARGETS** | Two year growth targets based on NAPLAN Relative Growth Matched Cohort - High Growth to be 50% across all areas.<br>*Refer to Appendices 1-4* |

| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Embed formative Assessments within the Learning Cycle<br><br>(Common Formative Assessment AND Quick Checks) | ● Differentiate professional learning for Collaborative Teams in the development of Formative Assessment, including Common Formative Assessments (CFA's) and Quick Checks.<br>● Develop and implement Quick Check Guidelines<br>● Create a Quick Check Bank<br>● Representatives attend Dylan Wiliams PD and share their findings.<br>● Create a reference bank of Videos of CTs effectively working through the process of embedding formative assessments within the learning cycle. | Kim Flack (Leader of ARD) | Ongoing | 6 months:<br><br>● Unpack Guidelines with Collaborative Teams<br>● Differentiated Sector Leader and Data Leader support during Collaborative Team Meetings | 🔴🟡🟢 | ● Collaborative Team Minutes show evidence of the implementation of the Guidelines and Sector / Data Leader Support | | |
| | | | | 12 months:<br><br>● Teams create Formative assessments that match each Essential Learning and Proficiency Scale<br>● Quick Checks and CFAs stored | 🔴🟡🟢 | ● Student Progress (B, C, M) in relation to each Essential Learning is identified throughout a learning cycle and referenced in Collaborative Team meetings. | | |
| Develop consistency in the administering and scoring of assessments | ● Develop guidelines to ensure consistency within collaborative teams in the administration, scoring and assessment of each CFA<br>● Guidelines include answer sheets for all Quick Checks and CFAs and format for collating data | Kim Flack (Leader of ARD) | Ongoing | 6 months:<br><br>● Guidelines are shared and known by all staff, via the Collaborative Team Meetings. | 🔴🟡🟢 | ● Collaborative teams are working through implementing the guidelines within their Collaborative Team meetings as evidenced in CT Minutes, Markbooks and CFAs. | | |
| | | | | 12 months:<br><br>● Guidelines are embedded within the collaborative team processes | 🔴🟡🟢 | ● Consistency in the administration and scoring of CFAs and Quick Checks as identified through moderation in Collaborative Team Meetings and the PLC Progress Report | | |
| Create clear alignment between short term cohort SMART goals in relation to long term SMART goals | ● Develop teacher understanding around the purpose and development of the long term SMART goals<br>● Update the SMART goal guidelines (including data protocols and process of referencing long term SMART goals when creating short term cohort SMART goals)<br>● Differentiated professional learning for CTs in the development of SMART goals<br>● Mid-year check in with long term SMART | Kim Flack (Leader of ARD) | Ongoing | 6 months:<br><br>● Long term SMART goals visible in CTM Agendas<br>● With support, long term SMART goals referenced when creating short term cohort SMART goal (identified in the current reality of the SMART goal)<br>● CTs made aware of their progress toward their long term SMART goal | 🔴🟡🟢 | ● All members of a collaborative team are able to justify and explain how they create short term cohort SMART goals (linking short term cohort SMART goal with long term SMART goal) | | |

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| goals (Leadership) | | | | 12 months: <br><br> ● Collaborative teams independently reference long term SMART goals when creating short term cohort SMART goal (identified in the current reality of the SMART goal) | 🔴🟡🟢 | ● Increased correlation between SMART goal targets (setting of goals) and SMART goal outcomes (student achievement) - Linking short term cohort SMART goal with long term SMART goal <br> ● Understanding of alignment of short term and long term SMART goals identified in the PLC Progress Report | | |
| Collaborative teams to conduct collective inquiry into effective teaching practice | ● Further develop the peer coaching model to transform Teacher Development. <br> ● Collaborative Teams will use the Learning Cycle to guide their collective inquiry into effective teaching practice utilising the Art and Science of Teaching as our instructional framework. <br> ● Before commencing a new EL collaborative teams will specifically identify effective teacher instructional practice (strategies and approaches) - by undertaking professional reading and utilising coaches' experience. <br> ● Identify the individual needs and goals of any members of the collaborative team who would benefit from professional learning <br> ● Building into collaborative meeting time, the evaluation of teacher practice, in correlation with student data. <br> ● Build a shared understanding of what Professional Learning and what Professional Development is within Wembley PS PLC | Angela Petridis (Assistant Principal –CIA) | Ongoing | 6 months: <br><br> ● Introduce collective inquiry into teaching practice as an agenda item in collaborative team meetings and planning meetings, including a reflection <br> ● ASOT strategies identified in collective inquiry are recorded in collaborative team meeting minutes. <br> ● Staff clarity around the Professional Learning and Professional Development opportunities at Wembley PS. <br> ● Timetable allows for peer coaching within a Collaborative Team. <br> ● Peer coaching is aligned to Collaborative Team collective inquiry into best practice | 🔴🟡🟢 | ● ASOT teacher self reflection survey shows an increase engagement in the processes outlined | $8,000 (JanelleWills) | |
| | | | | 12 months: <br><br> ● Peer observations are part of the collaborative team's regular practice in building teacher capacity in using effective teaching strategies | 🔴🟡🟢 | ● Increased confidence and competence as identified in the ASOT teacher self reflection survey. <br> ● Teacher Collaboration (School Climate) as evidenced in the Staff Opinion Survey is improved from 2016 (56%) <br> ● Staff Psychological Safety (Safety and Wellbeing) as evidenced in the Staff Opinion Survey is improved from 2016 (49%) | | |
| Develop instructional collaborative teams | ● Introduce a process for instructional rounds including a school wide system of formative feedback on how individuals are progressing with their pedagogical growth goals. <br> ● Create a reference bank of Videos of staff effectively using the ASOT strategies. | Angela Petridis (Assistant Principal –CIA) | Ongoing | 6 months: <br><br> ● All staff members to have taken the survey and identified ASOT goal | 🔴🟡🟢 | ● Teachers volunteering to be observed | | |
| | | | | 12 months: <br><br> ● Staff achieved an ASOT goal | 🔴🟡🟢 | ● More teachers volunteering to be observed | | |
| Further develop a guaranteed and viable curriculum. | ● Conduct Level 3 HRS surveys and seek ongoing feedback from: <br> ● Students <br> ● Parents <br> ● Teachers <br> ● Administrators <br> ● Create an action plan after diagnosis of results. | Angela Petridis (Assistant Principal –CIA) | Ongoing | 6 months: <br><br> ● Level 3 HRS surveys conducted by admin, teachers students and parents <br> ● action plan created after analysis of data | 🔴🟡🟢 | ● Action plan shared and implemented | TBA | |
| | | | | 12 months: <br><br> ● 2017 component of action plan has been fulfilled | 🔴🟡🟢 | ● Level 3 certification achieved from Marzano institute | | |

| Ensure Effective teaching in every classroom | • Conduct Level 2 HRS surveys and seek ongoing feedback from:<br>• Students<br>• Parents<br>• Teachers<br>• Administrators<br>• Create an action plan after diagnosis of results.<br>• Further develop teacher understanding of the Application stage on Proficiency Scales | Angela Petridis (Assistant Principal –CIA) | Ongoing | 6 months:<br><br>• Level 2 HRS surveys conducted by admin, teachers students and parents<br>• Action plan created after analysis of data<br>• Teachers are able to demonstrate the difference between enrichment and extension for Level 4 in Proficiency Scales. | 🔴 🟡 🟢 | • Action plan shared and implemented<br>• Collaborative teams refer to Proficiency Scale guidelines and use a taxonomy to develop the Application Level. | TBA | |
| | | | | 12 months:<br><br>• 2017 component of action plan has been fulfilled | 🔴 🟡 🟢 | • Progress made toward achieving Level 2 certification from Marzano institute (quick check data) | | |
| Implement the Responding to Intervention Policy and Guidelines | • Introduce the 2017 RTI Policy and Guidelines<br>• Differentiate support for Collaborative Teams in implementing the RTI policy and Guidelines | Angela Petridis (Assistant Principal –CIA) | Term 1 2017 | 6 months:<br><br>• All staff aware of the RTI Policy and Guidelines<br>• CTs supported by Sector leaders, RTI Staff and Leader of RTI in CTMs | 🔴 🟡 🟢 | • RTI Policy and Guidelines shared with staff<br>• Support recorded in CTM minutes | $523,571 (Staffing RTI) | |
| | | | | 12 months:<br><br>• Collaborative Teams consistently implement the RTI Policy and Guidelines (proposals, anecdotal notes and groupings) | 🔴 🟡 🟢 | • Proposals, anecdotal notes and groupings are in line with the RTI policy and Guidelines | | |
| Create vertically aligned Guaranteed Vocabulary. | • Identify guaranteed vocabulary for selected content areas<br>• Vertically align the guaranteed vocabulary<br>• Update Proficiency Scale Guidelines to include guaranteed vocabulary in Level 2 | Kevin Chigwidden (Leader of Maths)<br><br>Taxia Katsouranis (Leader of English) | | 6 months:<br><br>• Vocabulary is aligned to most Proficiency Scales. | 🔴 🟡 🟢 | • Teachers are aware of the guaranteed vocabulary for their cohort in each content area. | | |
| | | | | 12 months:<br><br>• Vocabulary is aligned to all Proficiency Scales. | 🔴 🟡 🟢 | • Essential Learning Semester Planners and Proficiency Scales include guaranteed vocabulary | | |

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# Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS** | To improve student engagement in their learning.<br>To build a positive and inclusive learning environment that embraces and celebrates diversity. |
| **IMPROVEMENT INITIATIVE** | Empowering Students and Building School Pride & Setting Expectations and Promoting Inclusion |
| **STRATEGIC PLAN TARGETS** | **Students**:<br>● Student opinion as expressed in the "Attitude to School Survey" scores in the Student Relationships variables to be within the third quartile.<br>● Students in Years 3-6 achieving at or above expected levels in Victorian Curriculum Personal Learning dimensions to increase to 95%.<br>● Average attendance rate for all year levels to be above 95%.<br>● Attendance in all year levels to improve so that students are absent for no more than 2 days per term.<br><br>**Parents**:<br>● Return rate from the Parent Opinion Survey to be at least 90%.<br><br>● Parent opinion as expressed in the "Parent Opinion Survey" scores in the Student Engagement variables to be within the fourth quartile. |
| **12 MONTH TARGETS** | **Students:**<br>● Increase all Variables in the Student Attitudes to School Survey, with a particular focus on the lowest three which are to increase by a minimum of 30%<br>● Currently:<br>▪ Distress (28.5)<br>▪ Morale  (30.1)<br>▪ Behaviour  (28.2)<br>● Students in Years 3-6 achieving at or above expected levels in Victorian Curriculum Personal Learning Capabilities to increase to 92.5%<br>o Currently<br>▪ Year 3 – 89.1%<br>▪ Year 4 – 89.0%<br>▪ Year 5 – 93.2%<br>▪ Year 6 – 96.6%<br>▪ Average Years 3-6 – 91.7%<br>● Average attendance rate for all year levels to be above 95% (excluding family holidays and individual long term medical conditions).<br>o  Current percentage of students with an attendance above 95%:<br>▪ Prep  - 73.8%<br>▪ Year 1 – 72.4%<br>▪ Year 2 – 80.6%<br>▪ Year 3 – 75%<br>▪ Year 4 – 74.6%<br>▪ Year 5 – 58%<br>▪ Year 6 – 60.2%<br>▪ Whole School – 71.1%<br>● Attendance in all year levels to improve so that students are absent for no more than 2 days per term (excluding family holidays and individual long term medical conditions).<br>o Current average number of days absent per term:<br>▪ Prep – 6.5 days<br>▪ Year 1 – 6.9 days<br>▪ Year 2 – 4.8 days |

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- ▪ Year 3 – 6.3 days
- ▪ Year 4 – 6.4 days
- ▪ Year 5 – 10.5 days
- ▪ Year 6 – 9.9 days
- ▪ Whole School – 7.2 days

**Parents**:
- ● Return rate from the Parent Opinion Survey to be at least 80%.

- ● Increase all Variables in the Parent Opinion Survey, with a particular focus on the 'Reporting' which is to increase by a minimum of 30% (currently 17.8).

| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | Budget | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Progress Status | Evidence of impact | Estimate | YTD |
| Further embed expected behaviours (CT Norms, PLC Norms) across the PLC. | ● Develop and implement a periodic process for reviewing norms including self evaluation within the PLC<br>● Capture authentic examples of Collaborative Teams using norms through short videos or minutes.<br>● Sector leaders monitor and audit the effective use of norms in collaborative teams | Terry Lawless (Principal) | Ongoing | 6 months:<br><br>● Norms are reviewed by all collaborative teams and the PLC at the beginning of every term in accordance with the process that includes a self evaluation<br>● Reference bank of Videos and Notes of CTs effectively using their norms made available | 🔴 🟡 🟢 | ● Self evaluation scores on the use of norms within the collaborative team | | |
| | | | | 12 months:<br><br>● Collaborative teams refer to Norm reference bank to continuously improve their use of the norms | 🔴 🟡 🟢 | ● Norms are consistently adhered to, across the PLC and there is a culture of holding self and others to account as identified in the PLC Progress Report | | |
| Monitor the stages of collaboration and create opportunities for celebration | ● Create a systematic process for CTs to present products of their Art and Science through the lens of collaboration in LCs<br>● Monitor and revise process following feedback | Angela Petridis Angela Petridis (Assistant Principal –CIA) | Ongoing | 6 months:<br><br>● Process is developed with staff input, and shared across all Collaborative Teams.<br>● Collaborative Teams volunteer to share their instructional practice with the PLC<br>● A revised process has been created | 🔴 🟡 🟢 | ● Self evaluation scores on the collaboration within the Collaborative Team<br>● Anecdotal Feedback indicates impact on own Art and Science in Collaborative Teams | $32,000 (Colin Sloper) | |
| | | | | 12 months:<br><br>● All Collaborative Teams volunteer to share their instructional practice with the PLC | 🔴 🟡 🟢 | ● Self evaluation scores on the collaboration within the Collaborative Team as identified in the PLC Progress Report<br>● Anecdotal Feedback indicates impact on own Art and Science in Collaborative Teams<br>● Teacher Collaboration (School Climate) as evidenced in the Staff Opinion Survey is improved from 2016 (56%) | | |
| Develop Proficiency Scales that use student friendly language for all | ● Differentiated support for CTs in their development of Proficiency Scales<br>● Update Proficiency Scale Guidelines<br>● Students lead conferences with their | Kevin Chigwidden (Leader of Maths) | Ongoing | 6 months:<br><br>● Proficiency Scale Guidelines includes student friendly vocabulary. | 🔴 🟡 🟢 | ● Students Know, Understand and Use Proficiency Scales. | | |

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| Essential Learnings | parents and teachers using student friendly Proficiency Scales | Taxia Katsouranis (Leader of English) | | ● School wide process for student led conferences is used. | | | | |
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| | | | | 12 months: <br><br> ● Collaborative Teams have created Student friendly Proficiency Scales for all Essential Learnings. | 🔴 🟡 🟢 | ● Students are able to articulate their progress toward their goals (student led conferences) <br> ● Growth towards mastery is evident through Collaborative Team Short Term Cohort SMART Goals including Student Friendly Proficiency Scales. | | |
| Use student feedback to influence the learning cycle | ● Develop students' awareness of the components of the Learning Cycle. <br> ● Develop processes for seeking student feedback throughout the Learning Cycle <br> ● Evaluate the influence of student feedback in improving teacher practice <br> ● Identify the impact of student feedback in their perception of ownership of their learning | Sector Leaders | Ongoing | 6 months: <br><br> ● Students demonstrate understanding of the components of the Learning Cycle. <br> ● Students demonstrate understanding of how to provide feedback to teachers. <br> ● Collaborative Teams trialled their process for seeking student feedback <br> ● Input from Facilitators guides a whole school process. | 🔴 🟡 🟢 | ● Feedback from students demonstrates change of teacher practice (Facilitators). | | |
| | | | | 12 months: <br><br> ● Student articulate the components of the Learning Cycle <br> ● A consistent Process is implemented across all Collaborative Teams to seek student feedback to influence the learning cycle. <br> ● The PLC provides input into the Student Feedback process | 🔴 🟡 🟢 | ● Feedback from students demonstrates change of teacher practice (all teachers). <br> ● Students perception of ownership of their learning increases. (HRS Level 1 Student Survey) | | |
| Create a safe and collaborative culture | ● Conduct Level 1 HRS surveys and seek ongoing feedback from: <br> ● Students <br> ● Parents <br> ● Teachers <br> ● Administrators <br> ● Create an action plan after diagnosis of results. | Terry Lawless (Principal) | Ongoing | 6 months: <br><br> ● Level 1 HRS surveys conducted by admin, teachers students and parents <br> ● action plan created after analysis of data | 🔴 🟡 🟢 | ● Action plan shared and implemented | TBA | |
| | | | | 12 months: <br><br> ● 2017 component of action plan has been fulfilled | 🔴 🟡 🟢 | ● Progress made toward achieving Level 1 certification from Marzano institute (quick check data) | | |
| Develop school-wide systems to define, teach and support appropriate student behaviours | ● Further strengthen the four behaviour support systems: <br> ● school wide values system (RRRR - implement, monitor and evaluate - incorporate the conative/metacognitive skills) <br> ● PLC processes and protocols <br> ● classroom agreements <br> ● Behavioural RTI (Research, devise, | Annmaree Jones (Assistant Principal – Student Engagement & Wellbeing) | Ongoing | 6 months: <br><br> ● A school-wide values system has been trialled and included in the 'Learning at Wembley' Concept. <br> ● Behavioural Intervention Program links with the Wellbeing and Engagement Committee Recommendations (RRRR). | 🔴 🟡 🟢 | ● 'Learning at Wembley' concept guides the Behavioural Intervention Program. | | |

| | | | | 12 months:<br><br>● Feedback received from staff regarding the Behavioural Intervention Program, in line with the Student Code of Conduct<br>● Behavioural Intervention Program is implemented as part of the WPS timetable. | 🔴 🟡 🟢 | ● Negative incidents decrease as evidenced on Sentral.<br>● 'Build resilience and a resilient supportive environment (Safety and Wellbeing) as evidenced in the Staff Opinion Survey is improved from 2016 (64%) | | |
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| implement, monitor and evaluate a Behavioural Intervention Program from P-6) | | | | | | | | |
| Continue to address and monitor student attendance | ● Continue to use Sentral to monitor and differentiate student attendance data<br>● Refine and implement the process for responding to student attendance issues | Annmaree Jones (Assistant Principal – Student Engagement & Wellbeing) | Ongoing | 6 months:<br><br>● Engagement and Wellbeing Executive CT continue to identify issues impacting on student attendance. | 🔴 🟡 🟢 | ● Decrease in number of students arriving late for school<br>● Decreased number of unexplained absences | $7,150 (Sentral) | |
| | | | | 12 months:<br><br>● Process for responding to student attendance issues has been refined following feedback and trialling of actions. | 🔴 🟡 🟢 | ● 2017 attendance targets have been met. | | |

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**Tier 1 - NAPLAN 2015 - 2017**

| GROWTH TARGETS YEAR 3 2015 -YEAR 5 2017 | | | |
|---|---|---|---|
| | **Y3 2015** | **GROWTH TARGET** | **Y5 2017** |
| **READING** | 480 | +85 | **565 - 1000** |
| **WRITING** | 455 | +79 | **534 - 1000** |
| **SPELLING** | 445 | +93 | **538 - 1000** |
| **G&P** | 475 | +86 | **561 - 1000** |
| Numeracy | 434 | +107 | **541 - 1000** |

**Tier One Growth Targets – Match School Mean Results for 2017**

| | Year 3, 2015 | | Year 5, 2017 | | Growth Target | | Result - Growth | |
|---|---|---|---|---|---|---|---|---|
| | **School** | **State** | **School** | **State** | **School** | **State** | **School** | **State** |
| **Reading** | 480 | 441 | | | 565 | 526 | | |
| **Writing** | 455 | 432 | | | 534 | 511 | | |
| **Spelling** | 445 | 420 | | | 538 | 513 | | |
| **G&P** | 475 | 444 | | | 561 | 530 | | |
| **Numeracy** | 434 | 411 | | | 541 | 518 | | |

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| SMART GOAL<br>Reading - Victorian Curriculum Teacher Judgement | SMART GOAL<br>Reading - Fountas and Pinnell Benchmarking | SMART GOAL<br>Writing- Victorian Curriculum Teacher Judgement |
|---|---|---|
| **Current Reality:**<br><br>In 2016;<br><br>90.9% of our students met or exceeded the appropriate Achievement Standard in Reading, according to teacher judgment.<br><br>57.5% of our students exceeded at least a Progression Point or an Achievement Standard above the appropriate level in Reading, according to teacher judgement.<br><br>**SMART Goals:**<br><br>By the end of 2017;<br><br>97.4% of our students will meet or exceed the appropriate Achievement Standard in Reading, according to teacher judgement.<br><br>at least 60.9% of our students will exceed at least a Progression Point or an Achievement Standard above the appropriate level in Reading, according to teacher judgement. | **Current Reality:**<br><br>In 2016;<br><br>93% of our students met or exceeded the appropriate F&P Benchmark Level in Reading.<br>Percentage attained per year level:<br>Year 1 2017 97.6%<br>Year 2 2017 92.7%<br>Year 3 2017 97.9%<br>Year 4 2017 89.1%<br>Year 5 2017 92.4%<br>Year 6 2017 93.2%<br><br>**SMART Goal:**<br><br>By the end of 2017;<br><br>97.3% of our students will meet or exceed the appropriate benchmark level achievement in Reading (based on students who were 1 or 2 levels within benchmark range). | **Current Reality:**<br><br>In 2016;<br><br>81.9% of our students met or exceeded the appropriate Achievement Standard in Writing, according to teacher judgment.<br><br>43.3% of our students exceeded at least a Progression Point or an Achievement Standard above the appropriate level in Writing, according to teacher judgement.<br><br>**SMART Goals:**<br><br>By the end of 2017;<br><br>95.5% of our students will meet or exceed the appropriate Achievement Standard in Writing, according to teacher judgement.<br><br>at least 47.2% of our students will exceed at least a Progression Point or an Achievement Standard above the appropriate level in Writing, according to teacher judgement. |

| SMART GOAL<br>Number & Algebra - Victorian Curriculum Teacher Judgement | SMART GOAL<br>Measurement & Geometry - Victorian Curriculum Teacher Judgement | SMART GOAL<br>Statistics & Probability - Victorian Curriculum Teacher Judgement |
|---|---|---|

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| Current Reality: | Current Reality: | Current Reality: |
|---|---|---|
| In 2016; | In 2016; | In 2016; |
| 86.5% of students met or exceeded the appropriate Achievement Standard in Number and Algebra according to teacher judgement. | 88.6% of students met or exceeded the appropriate Achievement Standard in Geometry and Measurement according to teacher judgement. | 90.7% of students met or exceeded the appropriate Achievement Standard in Statistics and Probability according to teacher judgement. |
| 49.3% of students exceeded at least a Progression Point or an Achievement Standard above the appropriate level in Number and Algebra, according to teacher judgement. | 40.9% of students exceeded at least a Progression Point or an Achievement Standard above the appropriate level in Geometry and Measurement, according to teacher judgement. | 51.0% of students exceeded at least a Progression Point or an Achievement Standard above the appropriate level in Statistics and Probability, according to teacher judgement. |
| **SMART Goals:** | **SMART Goals:** | **SMART Goals:** |
| By the end of 2017; | By the end of 2017; | By the end of 2017; |
| 96.2% of students will meet or exceed the appropriate Achievement Standard in Number and Algebra according to teacher judgement. | 96.8% of students will meet or exceed the appropriate Achievement Standard in Geometry and Measurement according to teacher judgement. | 97.5% of students will meet or exceed the appropriate Achievement Standard in Statistics and Probability according to teacher judgement. |
| at least 53.0% of students will exceed at least a Progression Point or an Achievement Standard above the appropriate level in Number and Algebra, according to teacher judgement. | at least 45.6% of students will exceed at least a Progression Point or an Achievement Standard above the appropriate level in Geometry and Measurement, according to teacher judgement. | at least 55.0% of students will exceed at least a Progression Point or an Achievement Standard above the appropriate level in Statistics and Probability according to teacher judgement. |

## Appendix #3 - Tier 2 -   PAT Maths and PAT Reading

| PAT Maths | PAT Reading |
|---|---|
| **Current Reality:** | **Current Reality:** |
| In 2016; | In 2016; |
| 85.4% of students met or exceeded the appropriate, at standard test booklet in PAT Reading Comprehension. | 82.9% of students met or exceeded the appropriate, at standard test booklet in PAT Maths Plus Edition 4. |
| 38.4% of students exceeded at least one test booklet above the expected standard in PAT Reading Comprehension. | 37.5% of students exceeded at least one test booklet above the expected standard in PAT Maths Plus Edition 4. |
| **SMART Goals:** | **SMART Goals:** |
| By the end of 2017; | By the end of 2017; |
| 98.3% of students will meet or exceed the appropriate, at standard test booklet in PAT Reading Comprehension. | 97.2% of students will meet or exceed the appropriate, at standard test booklet in PAT Maths Plus Edition 4. |
| 43.1% of students will exceed at least one test booklet above the expected standard in PAT Reading Comprehension. | 42.1% of students will exceed at least one test booklet above the expected standard in PAT Maths Plus Edition 4. |

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| **Single Word Spelling Test** |
|---|
| **Current Reality:**<br><br>In 2016;<br><br>69.2% of students met or exceeded their expected spelling age, according to the Single Word Spelling Test.<br><br>46.1% of students exceeded their expected spelling age, by at least one full year, according to the Single Word Spelling Test.<br><br>**SMART Goals:**<br><br>By the end of 2017;<br><br>72.3% of students will meet or exceed their expected spelling age, according to the Single Word Spelling Test.<br><br>53.1% of students will exceed their expected spelling age, by at least one full year, according to the Single Word Spelling Test. |

# 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 | |

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| 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]

**Considerations for 2018:**

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