

# 2016 Annual Implementation Plan: for Improving Student Outcomes

01 - 5425

## Glen Waverley Primary School 2016

Based on Strategic Plan 2013 - 2016

### Endorsements

Endorsement by School Principal	Signed..... Name <u>Mr Frank Catalano</u> . Date.....
Endorsement by School Council	Signed..... Name <u>Dr Paul Van Den Bergen</u> . Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

### Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

## Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	✓
<b>Positive climate for learning</b>	Assessment & Reporting and building school pride	
	Setting expectations and promoting inclusion	✓
<b>Community engagement in learning</b>	Building communities	✓

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>This AIP has been written in the context of the final year of the SSP (2013-2016).</p> <p><b><u>Excellence in Teaching and Learning.</u></b></p> <p><b>Building Practice Excellence</b> Glen Waverley Primary School has consistently achieved high levels of student performance. In order to further improve student learning outcomes, the focus of the school's work will be to strengthen consistency of teaching practice for high impact learning for each and every student. We are on a quest to increase consistency of practice and reduce within-school variability in order to ensure a minimum of 12 months growth for 1 year of input. Whilst NAPLAN relative growth charts indicate growth well above the state, we continue to target decreasing the degree of low growth and increasing the degree of high growth within a culture of high expectations, rigour and individual student learning growth.</p> <p><b>Curriculum Planning and Assessment</b> In 2016, Glen Waverley Primary School is immersed in a comprehensive self-study period for the Council of International Schools' Accreditation. The school views this as a vehicle to measure performance and increase rigour according to world-wide professional standards, and the process of evaluation will inform our next School Strategic Plan.</p> <p><b>Professional Leadership</b></p> <p><b>Building Leadership teams</b> Being a large, rapidly growing Primary School, there is an ongoing need for building leadership capacity and high performing teams, to enable effective implementation of whole school initiatives within a distributive leadership structure. We will endeavour to maintain high levels of staff endorsement for School Climate and Professional Learning.</p> <p><b>Positive climate for learning</b></p> <p><b>Setting Expectations and Promoting Inclusion</b> Within a context of significant cultural diversity, it is important that the school effectively embeds whole school wellbeing approaches and establishes whole school agreements in relationship to interculturalism.</p> <p><b>Community engagement in learning</b></p> <p><b>Building Communities</b> The school is looking to strengthen the outward focus to build engagement in the understanding of global citizenship, interculturalism and how they align with the school's guiding statements.</p>

%Key Improvement Strategies (KIS)	
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Initiative:	KIS
<p><b>Building Practice Excellence</b></p> <p>Theory of Action;  <i>If we continue to build teacher capacity for high levels of consistency in implementing school-wide research-based approaches then student learning growth will be optimised.</i></p>	<ul style="list-style-type: none"> <li>• <b>Full implementation of research-based and student centred Whole School Approaches to teaching English and Mathematics for increasing consistency of practice F-6.</b></li> <li>• <b>Complete the CIS Self-Study for CIS Accreditation.</b></li> <li>• <b>Develop whole school targeted student learning approaches for students with particular and identified learning needs.</b></li> <li>• <b>Implement whole school aligned student-centred pathways that optimise learning and transitions that build student confidence.</b></li> </ul>
<p><b>Curriculum Planning and Assessment</b></p> <p>Theory of Action;  <i>If we gain CIS Accreditation we are utilising international standards as a vehicle to measure performance and increase rigour.</i></p>	<ul style="list-style-type: none"> <li>• <b>Employ purposeful assessment strategies that support the differentiated learning needs of students.</b></li> <li>• <b>Develop whole school understandings and agreements of high quality learning and high impact teaching.</b></li> </ul>
<p><b>Building leadership teams</b></p> <p>Theory of Action;  <i>If we invest strategically in building the leadership and teaching capacity of staff to drive whole school improvement, then student learning will be optimised.</i></p>	<ul style="list-style-type: none"> <li>• <b>Strengthen leadership capacity across the school.</b></li> <li>• <b>Implement the school's Professional Learning Plan.</b></li> </ul>
<p><b>Setting Expectations and Building Inclusion</b></p> <p>Theory of Action;  <i>If we build a strong sense of identity, students can more effectively collaborate and fully engage in their learning.</i></p>	<ul style="list-style-type: none"> <li>• <b>Fully implement and embed whole school student wellbeing approaches.</b></li> </ul>
<p><b>Building communities</b></p> <p>Theory of Action;  <i>Strengthening partnerships and networks beyond the school will enrich the learning of our students and broaden their understanding of self as a global learner and citizen.</i></p>	<ul style="list-style-type: none"> <li>• <b>To strengthen partnerships and networks beyond the school.</b></li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT								
<b>Goals</b>	To develop our students as interactive global learners and improve student achievement across the curriculum with a particular focus on English and Mathematics.	<b>Targets</b>	<i>NAPLAN: By 2016 to improve the percentage of students in the top two Bands for NAPLAN as follows;</i>					
					<b>2012 (Benchmark)</b>		<b>2016 (Target)</b>	
			<b>Reading</b>	<b>Year 3</b>				
			<b>Writing</b>	<b>Year 3</b>				
			<b>Numeracy</b>	<b>Year 3</b>				
			<b>Reading</b>	<b>Year 5</b>				
			<b>Writing</b>	<b>Year 5</b>				
		<b>Numeracy</b>	<b>Year 5</b>					
		<b>12 month targets</b>	<i>NAPLAN: By 2016 to improve the percentage of students in the top two Bands for NAPLAN as follows;</i>					
					<b>2015 (Benchmark)</b>		<b>2016 (Target)</b>	
			<b>Reading</b>	<b>Year 3</b>				
			<b>Writing</b>	<b>Year 3</b>				
			<b>Numeracy</b>	<b>Year 3</b>				
			<b>Reading</b>	<b>Year 5</b>				
			<b>Writing</b>	<b>Year 5</b>				
<b>Relative Growth</b>	<b>Goal - to minimise % of students with Low growth, and to maximise % of students with High growth</b>							
			<b>2015 School</b>			<b>2016 Target</b>		
			<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>	<b>LOW</b>	<b>MEDIUM</b>	<b>HIGH</b>
	<b>Reading - % of Students</b>							
	<b>Writing - % of Students</b>							
<b>Teacher Judgements</b>	<b>English</b>		<b>2016 Targets in all areas of English</b>					
	To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in Reading, Writing and Speaking and Listening.		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
	Achievement as measured by teacher judgements will show more than one year's growth in Reading and Writing		<b>Less than 1 year's growth</b>		<b>1 year's growth</b>		<b>More than 1 year's growth</b>	
	<b>Maths</b>		<b>2016 Targets in all areas of Mathematics</b>					
	To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in all areas of Mathematics		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
	Achievement as measured by teacher judgements will show more than one year's growth in Number and Algebra.		<b>Less than 1 year's growth</b>		<b>1 year's growth</b>		<b>More than 1 year's growth</b>	
<b>Science</b>		<b>2016 Targets in all areas of Science</b>						
To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in all areas of Science.		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>		
<b>KIS</b>	<b>ACTIONS:</b> what the school will do	<b>HOW</b> the school will do it (including financial and human resources)	<b>WHO</b> has responsibility	<b>WHEN</b> timeframe for completion	<b>SUCCESS CRITERIA:</b> Markers of success reflecting observable changes in practice, behaviour, and measures of progress			
<b>Full implementation of research-based and student centred Whole School</b>	Mathematics:  Instruction: <ul style="list-style-type: none"> <li>Establish and implement an agreed lesson structure F-6</li> <li>Induct new staff in current expectations and</li> </ul>	Instruction <ul style="list-style-type: none"> <li>Research and compare current school practice with researched best practice.</li> <li>Hold targeted induction sessions</li> <li>Collaborate with Assessment and Reporting team and TALL team.</li> </ul>	Jen Tzimas and the Mathematics SSP team.  Teaching and	Term 1; Induction Program, Assessment Schedule and	<ul style="list-style-type: none"> <li>Whole School Agreement for effective Mathematics Lesson Structure</li> <li>Peer coaching and PDP documentation</li> <li>Explicit Non-Negotiables in Mathematics education</li> <li>Planning documentation &amp; Differentiation</li> </ul>			

<p><b>Approaches to teaching English and Mathematics for increasing consistency of practice F-6.</b></p>	<p>future plans</p> <ul style="list-style-type: none"> <li>Develop a Scope &amp; Sequence in Term 1</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>Investigate WS assessment practices (review current practice and research into "best Practice")</li> <li>Articulate developmental progressions through the use of Rubrics.</li> <li>Support practices that will promote ongoing student growth, based on point of need.</li> <li>Modify assessment schedule in context of the scope and sequence.</li> </ul> <p>Staff professional growth:</p> <ul style="list-style-type: none"> <li>Engage consultant Ryan Dunn to build content knowledge and strong pedagogical knowledge</li> <li>Plan and implement a PL strategy in consultation with leadership &amp; TaLL teams within the context of peer observation, modelling and coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Development of resource frameworks and coaching.</li> <li>Maths Budget</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>Trialling and evaluation of different Maths assessment.</li> <li>Retain Ryan Dunn as professional coach</li> <li>Meeting time in levels and as a whole school.</li> <li>Research other schools' and existing documentation</li> <li>Align scope and sequence with the assessment schedule. Check for Vertical and Horizontal Alignment.</li> </ul> <ul style="list-style-type: none"> <li>PL &amp; Maths budgets</li> </ul> <p>Staff Professional Growth</p> <ul style="list-style-type: none"> <li>Collaboration between Maths SSP team, TaLL team and pedagogical coach regarding peer coaching.</li> <li>Communicating with Ryan Dunn in regards to the needs of the staff, school and students.</li> <li>Access to professional texts regarding Maths teaching pedagogy, such as Van de Walle.</li> <li>Staff surveys regarding points of need in Maths pedagogy.</li> <li>Maths &amp; PL budgets</li> </ul>	<p>Learning Leaders (TALL) team; Claire Baizanos, Debbie Hunter, Manuela Pertile, Greg Edwards, Sarah Donald, Tania Smith, Liz Rennie, Roland Lewis</p> <p>Executive Leadership Team; Frank Catalano, Damien Kitch, Lisa Gough &amp; Helen Tomecek (Pedagogical Coach)</p>	<p>agreed lesson structure</p> <p>Term 2; Scope and Sequence</p> <p>Term 4; Evaluation</p> <p>Ongoing; Assessment Schedule Review and Rubrics.</p>	<ul style="list-style-type: none"> <li>Completed scope and sequence</li> <li>Aligned Scope &amp; Sequence with Assessment Schedule</li> <li>Data rich assessment program</li> <li>Student progress and tracking in GradeXpert</li> <li>Completed rubrics</li> <li>Planned professional learning schedule that reflects even distribution of coaching.</li> <li>Documented support materials eg Curriculum Folder, S&amp;S, Research, Ryan Dunn materials.</li> <li>Observations of implementation of Ryan's sessions.</li> </ul>
	<p>English:</p> <p>Fully implement whole school writing approach:</p> <ul style="list-style-type: none"> <li>Trial new scope and sequence</li> <li>Use the new writing term planner to develop units F-6.</li> <li>Include writing focus for collegiate visits.</li> </ul> <p>Spelling &amp; Grammar:</p> <ul style="list-style-type: none"> <li>Review current classroom practice</li> <li>Review current Spelling scope &amp; sequence</li> <li>Develop WS agreements and expectations of content, approaches and time allocation</li> </ul> <p>Induction update:</p> <ul style="list-style-type: none"> <li>Review current materials</li> <li>Redesign induction program for English</li> <li>Seek feedback from new members of staff at all experience levels.</li> </ul>	<p>Whole School Writing Approach;</p> <ul style="list-style-type: none"> <li>Scope and Sequence to be added to the curriculum folder.</li> <li>Ensure all staff have access to a copy of the Scope and Sequence and term planners.</li> <li>Build a bank of mentor and professional learning text resources F-6</li> </ul> <p>Spelling &amp; Grammar</p> <ul style="list-style-type: none"> <li>Ascertain current reality of classroom practise.</li> <li>Collaborate with consultant Steve Willy in order to build staff capacity with current research to review current scope and sequence and devise a new one.</li> </ul> <p>Induction Update;</p> <ul style="list-style-type: none"> <li>-Develop the English component of an induction program for new staff.</li> </ul>	<p>Chloe Walsh, Simone Ryan and the English SSP Team.</p> <p>Librarian – Kay Platt &amp; the English Budget</p> <p>Level Teams Helen Tomecek Kay Platt</p>	<p>Writing scope and sequence- by end of Semester 1.</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Writing scope and sequence effectively implemented across the school.</li> <li>Feedback from staff</li> <li>Sufficient resources are purchased.</li> <li>Increased capacity amongst staff and consistency across the school.</li> <li>Draft of spelling, grammar and punctuation scope and sequence.</li> <li>Spelling strategies being trialled in classrooms.</li> <li>Documented English induction program and resources.</li> </ul>
<p><b>Employ purposeful assessment strategies that support the differentiated learning needs of students.</b></p>	<p>Strengthen student participation in assessment of and for learning:</p> <ul style="list-style-type: none"> <li>Involve students in the design of success criteria including goal setting, WALT, WILF, TIB and SOS</li> <li>Student use technologies to enhance metacognitive processes</li> </ul>	<p>Build student capacity to goal set and to understand how they directly link to the learning intention through the WALT, WILF &amp; TIB.</p> <p>Students and Teachers collaboration to design and implement success criteria or a learning rubric against Ausvels.</p>	<p>Debbie Jacobs and the Assessment &amp; Reporting SSP Team</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Anecdotal observation of metacognitive demand in classrooms</li> <li>Student learning tasks measured authentically against explicit success criteria.</li> <li>Students will have a greater understanding of cognitive demand and learning expectations of learning tasks.</li> </ul>
	<p>Strengthen capacity to systematically and more accurately assess value-added component of learning:</p> <ul style="list-style-type: none"> <li>Establish WS understanding of value added learning.</li> <li>Investigate ways to effectively assess value added components.</li> <li>Trial assessment strategies for value added.</li> </ul>	<p>Trial assessment strategies for determining 'value added' and/or depth of learning/ academic rigor.</p> <p><i>Value added is not stand alone but needs to be triangulated with other evidence of progress.</i> (Hattie) 2015 page 5</p>	<p>Debbie Jacobs and the Assessment &amp; Reporting SSP Team</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Trial assessment strategies for determining 'value added' and/or depth of learning/ academic rigor.</li> <li><i>Value added is not stand alone but needs to be triangulated with other evidence of progress.</i> (Hattie) 2015 page 5</li> </ul>
	<p>Embed practice of data and evidence based conversations to drive teaching and learning:</p> <ul style="list-style-type: none"> <li>Routinely use data and evidence at the team level to inform curriculum and pedagogical decisions</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning team meetings</li> <li>Establish a whole school understanding of value added learning.</li> </ul> <p><i>By building teachers capacity to look for evidence to support their views and</i></p>	<p>Debbie Jacobs and the Assessment &amp; Reporting SSP Team TaLL leaders; Claire Baizanos, Debbie</p>	<p>End of Year</p>	<ul style="list-style-type: none"> <li>Data &amp; evidence is systematically &amp; routinely used at team level meetings to inform curriculum and pedagogy decisions.</li> </ul>



		<i>interpretations and to engage in continual phases of analysis, decision making and implementation. Based on (Clinton &amp; Hattie) 2014.</i>	Hunter, Manuela Pertile, Greg Edwards, Sarah Donald, Tania Smith, Liz Rennie, Roland Lewis		
<b>Develop whole school understandings and agreements of high quality learning and high impact teaching.</b>	<ul style="list-style-type: none"> <li>• Undertake and complete the CIS self-study</li> <li>• Establish agreements describing the traits of global citizenship and interculturalism at GWPS.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a scope and sequence document based on our definition of interculturalism as well as the Victorian curriculum Ethical Capability and Interculturalism Capability.</li> <li>• Develop an understanding of how these skills can be assessed.</li> <li>• Identify in the scope and sequence document what these skills look like for EAL students</li> </ul>	Lisa Gough	End of Semester One	<ul style="list-style-type: none"> <li>• Scope and Sequence document for the Interculturalism Capability</li> </ul>

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<b>ENGAGEMENT</b>																																																																																																																																				
<b>Goals</b>	To develop our students as highly engaged interactive global learners.	<b>SSP Targets &amp; 12 month targets</b>	<p><b>ICT</b> To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in all areas of ICT by 2016.</p> <p><b>Student Absences</b> - For the student absence data to be at or below the state.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: left;">Absent Days per Full Time Equivalent</th> <th>Prep</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Five</th> <th>Six</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td><b>2013 School Data</b></td> <td>15.45</td> <td>13.76</td> <td>14.98</td> <td>13.71</td> <td>14.07</td> <td>11.44</td> <td>12.90</td> <td>13.75</td> </tr> <tr> <td><b>2013 State Data</b></td> <td>15.32</td> <td>14.79</td> <td>14.47</td> <td>13.98</td> <td>14.25</td> <td>14.31</td> <td>14.8</td> <td>14.58</td> </tr> <tr> <td><b>2014 School Data</b></td> <td>15.89</td> <td>14.56</td> <td>14.02</td> <td>13.34</td> <td>11.32</td> <td>16.42</td> <td>11.36</td> <td>13.83</td> </tr> <tr> <td><b>2014 State Data</b></td> <td>14.71</td> <td>14.53</td> <td>13.99</td> <td>13.92</td> <td>13.86</td> <td>14.24</td> <td>14.70</td> <td>14.28</td> </tr> <tr> <td><b>2015 School Data</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Parent Opinion Survey</b> To maintain the:                      - Social Skills                      - Learning Focus and                      - Stimulated Learning                      Variables of the Parent Opinion Survey in the 4<sup>th</sup> quartile as indicators of student engagement.</p> <p>To maintain the:                      - Transitions and                      - General Satisfaction                      Variables of the Parent Opinion Survey in the 4<sup>th</sup> quartile as indicators of effective transitions and pathways.</p> <p><b>Attitudes to School Trend Analysis</b> – Years 5 &amp; 6</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr style="background-color: #d9e1f2;"> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td><b>Learning Confidence</b></td> <td>4.34</td> <td>4.11</td> <td>4.20</td> <td>4.40</td> </tr> <tr> <td><b>School Connectedness</b></td> <td>4.43</td> <td>4.46</td> <td>4.52</td> <td>4.60</td> </tr> <tr> <td><b>Stimulated Learning</b></td> <td>4.55</td> <td>4.41</td> <td>4.38</td> <td>4.60</td> </tr> <tr> <td><b>Student Motivation</b></td> <td>4.69</td> <td>4.60</td> <td>4.62</td> <td>4.70</td> </tr> <tr> <td><b>Teacher Effectiveness</b></td> <td>4.57</td> <td>4.49</td> <td>4.53</td> <td>4.60</td> </tr> </tbody> </table> <p><b>Attitudes to Schools Internal Survey</b> - Years 3 &amp; 4 with Targets for 2016</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr style="background-color: #d9e1f2;"> <th></th> <th>2015 Low</th> <th>2015 Medium</th> <th>2015 High</th> <th>2016 Low (Target)</th> <th>2016 Medium (Target)</th> <th>2016 High (Target)</th> </tr> </thead> <tbody> <tr> <td><b>I am a successful student</b></td> <td>3%</td> <td>28%</td> <td>69%</td> <td>0%</td> <td>20%</td> <td>80%</td> </tr> <tr> <td><b>I feel positive at school</b></td> <td>2%</td> <td>26%</td> <td>72%</td> <td>0%</td> <td>20%</td> <td>80%</td> </tr> <tr> <td><b>I feel good about being a student at GWPS.</b></td> <td>2%</td> <td>20%</td> <td>78%</td> <td>0%</td> <td>20%</td> <td>80%</td> </tr> <tr> <td><b>I feel like I belong at GWPS</b></td> <td>6%</td> <td>25%</td> <td>69%</td> <td>0%</td> <td>20%</td> <td>80%</td> </tr> <tr> <td><b>I do my personal best at school</b></td> <td>1%</td> <td>21%</td> <td>78%</td> <td>0%</td> <td>20%</td> <td>80%</td> </tr> </tbody> </table>				Absent Days per Full Time Equivalent	Prep	One	Two	Three	Four	Five	Six	Overall	<b>2013 School Data</b>	15.45	13.76	14.98	13.71	14.07	11.44	12.90	13.75	<b>2013 State Data</b>	15.32	14.79	14.47	13.98	14.25	14.31	14.8	14.58	<b>2014 School Data</b>	15.89	14.56	14.02	13.34	11.32	16.42	11.36	13.83	<b>2014 State Data</b>	14.71	14.53	13.99	13.92	13.86	14.24	14.70	14.28	<b>2015 School Data</b>										2013	2014	2015	Target	<b>Learning Confidence</b>	4.34	4.11	4.20	4.40	<b>School Connectedness</b>	4.43	4.46	4.52	4.60	<b>Stimulated Learning</b>	4.55	4.41	4.38	4.60	<b>Student Motivation</b>	4.69	4.60	4.62	4.70	<b>Teacher Effectiveness</b>	4.57	4.49	4.53	4.60		2015 Low	2015 Medium	2015 High	2016 Low (Target)	2016 Medium (Target)	2016 High (Target)	<b>I am a successful student</b>	3%	28%	69%	0%	20%	80%	<b>I feel positive at school</b>	2%	26%	72%	0%	20%	80%	<b>I feel good about being a student at GWPS.</b>	2%	20%	78%	0%	20%	80%	<b>I feel like I belong at GWPS</b>	6%	25%	69%	0%	20%	80%	<b>I do my personal best at school</b>	1%	21%	78%	0%	20%	80%
Absent Days per Full Time Equivalent	Prep	One	Two	Three	Four	Five	Six	Overall																																																																																																																												
<b>2013 School Data</b>	15.45	13.76	14.98	13.71	14.07	11.44	12.90	13.75																																																																																																																												
<b>2013 State Data</b>	15.32	14.79	14.47	13.98	14.25	14.31	14.8	14.58																																																																																																																												
<b>2014 School Data</b>	15.89	14.56	14.02	13.34	11.32	16.42	11.36	13.83																																																																																																																												
<b>2014 State Data</b>	14.71	14.53	13.99	13.92	13.86	14.24	14.70	14.28																																																																																																																												
<b>2015 School Data</b>																																																																																																																																				
	2013	2014	2015	Target																																																																																																																																
<b>Learning Confidence</b>	4.34	4.11	4.20	4.40																																																																																																																																
<b>School Connectedness</b>	4.43	4.46	4.52	4.60																																																																																																																																
<b>Stimulated Learning</b>	4.55	4.41	4.38	4.60																																																																																																																																
<b>Student Motivation</b>	4.69	4.60	4.62	4.70																																																																																																																																
<b>Teacher Effectiveness</b>	4.57	4.49	4.53	4.60																																																																																																																																
	2015 Low	2015 Medium	2015 High	2016 Low (Target)	2016 Medium (Target)	2016 High (Target)																																																																																																																														
<b>I am a successful student</b>	3%	28%	69%	0%	20%	80%																																																																																																																														
<b>I feel positive at school</b>	2%	26%	72%	0%	20%	80%																																																																																																																														
<b>I feel good about being a student at GWPS.</b>	2%	20%	78%	0%	20%	80%																																																																																																																														
<b>I feel like I belong at GWPS</b>	6%	25%	69%	0%	20%	80%																																																																																																																														
<b>I do my personal best at school</b>	1%	21%	78%	0%	20%	80%																																																																																																																														
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress																																																																																																																															
<b>To strengthen partnerships and networks beyond the school.</b>	Strengthen and explore student’s intercultural understanding and global connections: <ul style="list-style-type: none"> <li>Build teacher capacity and confidence in connecting and collaborating with online learning communities to enrich planning.</li> <li>Use available technologies for students to connect and collaborate with and beyond the school community</li> <li>Establish opportunities for planning authentic and relevant learning at term and weekly planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring all staff create Class Edmodo Page</li> <li>Research into iTunes U to investigate potential as learning tool.</li> <li>Run ‘Techie Brekkies’ to build teacher confidence</li> <li>Investigate Creation of individual teacher Twitter accounts to enable use of Twitter as educational tool and to establish connections with other schools/learning communities</li> <li>iPad program in Level 5 &amp; 6</li> <li>Distribute and maintain Netbooks in all classrooms</li> <li>Investigate Skype to make links with other schools/learning communities</li> <li>Digital Learning SSP team members to ensure dialogue about ICT in level meetings – on planning documents, and meeting agendas.</li> <li>Incorporation of SAMR components into planning</li> </ul>	Roland Lewis (ICT Pedagogical Coach) and the Digital Learning SSP Team	All staff create Class Edmodo Page (Term 1)  ‘Techie Brekkies’ to run twice a term (each Term)  Set-up of iPads across Level 5 & 6 (Term 1)  iTunes U ‘investigation’ (Semester 1)	Increase in take-up and confidence of using new learning technologies  Continued exploration of Apps to be used as part of iPad program  Use of/distribution of Netbooks to match learning needs across different levels  Each teacher has Class Edmodo Page  Creation of iTunes U ‘course’  Creation of individual Twitter accounts to connect with other educators (may be Digital Learning SSP team only)																																																																																																																															

		<ul style="list-style-type: none"> <li>documents.</li> <li>Connection with other schools through blogs – exploring other students’ learning.</li> </ul>			Enhanced use of SAMR model to develop ICT-related teaching and learning
	<ul style="list-style-type: none"> <li>Create and operate a whole school blog where student learning artefacts are shared</li> <li>Create and operate a professional learning blog for teacher input and reflection</li> <li>Ensure effective parent communication to enable engaged understanding of their child’s progress.</li> </ul>	<ul style="list-style-type: none"> <li>Techy Brekkie to educate the staff so that they can inform the parents</li> <li>Use Edmodo as a way of communicating and sharing student work samples</li> <li>Develop an educational video for parents to explain to them how to set up an Edmodo account so that they can access their child’s work</li> <li>Educate students on how to upload work to Edmodo</li> <li>‘Digital Expert’ staff for certain skills or programs so that staff needing extra assistance know who to ask for help</li> <li>One member per team monitors the posts to ensure they are occurring in a timely manner</li> </ul>	<p>Roland Lewis and the Digital Learning SSP Team utilising;</p> <p>Digital expert staff</p> <p>Students</p> <p>Edmodo Monitor</p>	End of 2016 all staff regularly using a blog/Edmodo	<ul style="list-style-type: none"> <li>Evidence of staff regularly posting on a blog/Edmodo</li> <li>Student work samples on blog/Edmodo</li> <li>Staff attending and participating in Techy Brekkies</li> </ul>
	<p>Establish a whole school vision for digital learning:</p> <ul style="list-style-type: none"> <li>Investigate, collaborate and connect across online learning communities to establish a “best fit” vision for GWPS</li> <li>For students to use available technologies in innovative and creative ways</li> </ul>	<ul style="list-style-type: none"> <li>Define what is 21<sup>st</sup> Century Learning and how does digital learning fit in.</li> <li>Look into a stimulus for 21<sup>st</sup> Century Learning to start the discussion.</li> <li>Roland and Damien to run a whole school PD during Curriculum Day to establish a vision to the GWPS staff.</li> <li>All staff continue to use Edmodo as an online learning community.</li> <li>Seek input from students and parents for the ‘best fit’ online learning communities.</li> </ul>	<p>Roland Lewis and the Digital Learning SSP Team utilising;</p> <p>Damien Kitch</p>	Term 1, 2016	<ul style="list-style-type: none"> <li>Clear widely accepted vision statement across the school.</li> <li>Evidence in planning of key language.</li> <li>Learning tasks should reflect to the vision statement.</li> <li>Increase confidence in teachers’ capacity in using ICT.</li> </ul>
	<p>Further develop and document transition protocols for students experiencing longer term absences from school (eg. Family holiday)</p> <ul style="list-style-type: none"> <li>Review current practice</li> <li>Establish agreed whole school expectations for pre &amp; post absence</li> </ul>	<ul style="list-style-type: none"> <li>Discussions &amp; Consultation with staff to develop clear purpose and protocols for whole school transition back to GWPS after extended absences</li> <li>Develop a resource of learning tasks that can be utilised across the school for students going on leave for extended periods of time. Trial these resources and modify where necessary.</li> <li>Develop and document a whole school expectation and approach for students absent for extended periods of time.</li> </ul>	Helen Tomecek and the Transitions & Pathways SSP Team	<ul style="list-style-type: none"> <li>Term One</li> <li>Term Two &amp; Three</li> <li>Term Four</li> </ul>	<ul style="list-style-type: none"> <li>Resource developed and accessible for all staff to support students who will be absent for extended periods of time.</li> <li>Whole school guidelines in place by the end of 2016.</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate an online portal that best suits GWPS</li> </ul>	Collaboration between the assessment & reporting and ICT teams	Debbie Jacobs and the Assessment & Reporting SSP Team	End of 2016 all staff regularly using a blog/Edmodo	<ul style="list-style-type: none"> <li>Evidence of staff regularly posting on a blog/Edmodo</li> <li>Student work samples on blog/Edmodo</li> </ul>
<b>Implement whole school aligned student-centred pathways that optimise learning and transitions that build student confidence.</b>	<p>Develop a whole school theory of action and associated protocols that support successful transitions across the school linking end of year with start of next year.</p> <ul style="list-style-type: none"> <li>Establish agreed understandings of the purpose of 2017 day in supporting students F-6</li> <li>Document this strategy (purpose, sequencing, agreements, displays of work etc) and implement in Term 4</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a review of 2016 day examining content, planning, scaffolding and intent</li> <li>Develop common understanding of purpose and planning for the first two weeks of school. Work with Teaching and Learning Level Leaders (TaLL) to ensure planning is scaffolded and building student competencies.</li> <li>Introduce Whole School expectations for student transition between year levels.</li> <li>Implement Whole school expectations and protocols for 2017 Day and the first two weeks of school for 2017 that reflect the purpose and protocols</li> <li>Reflect and record feedback from TaLL following implementation of Whole School expectations for 2017 Day and the First Two Weeks of School (2017)</li> </ul>	<p>Helen Tomecek and the Transitions &amp; Pathways SSP Team</p> <p>TaLL leaders; Claire Baizanos, Debbie Hunter, Manuela Pertile, Greg Edwards, Sarah Donald, Tania Smith, Liz Rennie, Roland Lewis</p>	<ul style="list-style-type: none"> <li>Early Term One</li> <li>End of 2016, and 2017</li> </ul>	<ul style="list-style-type: none"> <li>Clear expectations are established for 2016 Day any and the first two weeks of 2016, and these are utilised for planning.</li> <li>A Whole School Approach is developed outlining purpose, expectations and guidelines for 2017</li> <li>Planning documents for 2016 are checked for alignment and scaffolding</li> <li>Agreed and documented Whole School Approach is developed and in place for 2017</li> </ul>



# Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>	To improve student (engagement and) wellbeing with a particular focus on peer connectedness.	<b>Targets</b>	<i>By 2016, to improve the "Student Wellbeing" and "Student Relationship" variables in the Attitude to School Survey to:</i>		
		<b>Variable</b>	<b>Benchmark (2012)</b>		<b>Target</b>
		<b>Student Morale</b>	5.92		6.32
		<b>Student Distress</b>	6.05		6.35
		<b>Student Connectedness to Peers</b>	4.20		4.50
		<b>Classroom Behaviour</b>	3.25		4.10
		<b>Student Safety</b>	4.32		4.62
		<b>Trend &amp; targets</b>	<i>Trend Analysis 2013 to 2015</i>		
<b>Variable</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016 Target</b>	
<b>Student Morale</b>	5.97	5.77	5.92	6.32	
<b>Student Distress</b>	6.11	6.00	6.09	6.35	
<b>Student Connectedness to Peers</b>	4.21	4.19	4.29	4.50	
<b>Classroom Behaviour</b>	3.35	3.72	3.48	4.10	
<b>Student Safety</b>	4.09	4.42	4.42	4.62	
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
<b>Fully implement and embed whole school student wellbeing approaches.</b>	Align the "You Can Do It" program with the school's Guiding Statements <ul style="list-style-type: none"> <li>• Fully establish whole staff understanding of the school's values and guiding statements</li> <li>• Fully establish student understandings and the ability to articulate in their own words and through their own behaviours</li> <li>• Review the student award structure and align with the school's values</li> <li>• Integrate the school's guiding statements within the school's culture for all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions SSP Team to target these in the first two weeks of school with our students.</li> <li>• Student Wellbeing team to develop links with guiding statements to our Student Wellbeing Program (YCDI)</li> <li>• Survey Monkey later in the year using Endicott questions.</li> <li>• Develop a measure of effectiveness for the Mission statement.</li> <li>• Induction training for new staff on YCDI and the guiding statements.</li> <li>• Regular Staff Discussions to 'unpack' the guiding statements in relation to YCDI and how the values are demonstrated at GWPS</li> <li>• Links to be made between YCDI classroom learning tasks and the school's guiding statements.</li> <li>• Using Circle Time and other resources to address key components of the guiding statements.</li> <li>• Guiding Statements to be displayed in all classrooms and other prevalent areas of the school.</li> <li>• Inform school community through such things at newsletters notices, assemblies, tiqbiz.</li> <li>• Celebrate eSmart week</li> </ul>	Samantha Rich, Lee-ean Teoh, and the Wellbeing SSP Team.  Helen Tomecek and the Transitions SSP Team  Lisa Gough          Roland Lewis and the Digital Learning SSP Team	<b>Semester 1</b> Unpacking the guiding statements with staff  <b>Term 2 and onwards</b> Begin unpacking guiding statements with students.  New staff YCDI induction.  <b>Throughout the year.</b> Informing school community of important developments	<ul style="list-style-type: none"> <li>• Parent, Teacher and Staff Endicott Survey questions compared from November 2015 to November 2016</li> <li>• Induction of new staff</li> <li>• Documentation linking the YCDI program to our Guiding Statements.</li> </ul>
	Further develop students as respectful and responsible global citizens: <ul style="list-style-type: none"> <li>• Familiarise all staff with the esmart program</li> <li>• Employ ongoing strategies that promote responsible use of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Professional Learning on e-smart.</li> <li>• Create a survey/surveys for student input into etiquette expectations.</li> <li>• Create a survey/surveys for staff input into etiquette expectations.</li> </ul>	Samantha Rich, Lee-ean Teoh, and the Wellbeing SSP Team in collaboration with Roland Lewis and the Digital Learning SSP	<b>Semester 1</b> Staff PL on e-smart  Survey  Coaching throughout the year.	<ul style="list-style-type: none"> <li>• Digital Learning Policies</li> <li>• staff regularly posting on a blog/Edmodo</li> <li>• Student work samples</li> </ul>

	<p>technologies</p> <ul style="list-style-type: none"> <li>Develop a set of etiquette expectations for the use of technologies in the context of quality interpersonal interactions</li> </ul>	<ul style="list-style-type: none"> <li>Create a survey/surveys for the school community to have input into etiquette expectations. In relation to ICT</li> <li>Use of esmart curriculum</li> <li>Review school practices, policies and procedures to ensure they align with esmart.</li> <li>Hands-on experience with e-smart initiative and digital teaching for staff</li> <li>Use of ICT team/coaches in classrooms to build capacity of students and teachers</li> <li>Liaise with the ICT team to discuss way to develop respectful and responsible citizens.</li> <li>Inform school community through the newsletter, assemblies, tiqbiz.</li> </ul>	Team	<p><b>Semester 2</b></p> <p>Develop etiquette guidelines and implement into teacher practice and student learning.</p>	
	<p>Fully utilise student survey data, 3-6, to inform future practice:</p> <ul style="list-style-type: none"> <li>Develop a set of expectations to unpack and use the student survey data, including student and staff input.</li> </ul>	<ul style="list-style-type: none"> <li>Unpack survey language and expectations with staff and students prior to administrating</li> <li>Discuss data with staff and align with the values and guidelines stated in KIS 1.</li> </ul>	<p>Student Wellbeing SSP Team Leadership Team Y3 to Y6 Teachers</p>	Semester Two	<ul style="list-style-type: none"> <li>Diagnostic evaluation of 2016 Student survey results for years 5&amp;6, and school generated survey for years 3&amp;4.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

<b>PRODUCTIVITY</b>						
<b>Goals</b>	<b>To strategically align and allocate all available school resources according to school goals and priorities.</b>	<b>Targets</b>	<b>No Targets in SSP</b>			
		<b>12 month targets</b>	<i>School Staff Survey – Summary of module Percent Endorsement Scores (Prin/Teach)</i>			
			<b>2014</b>	<b>2015</b>	<b>2016 Target</b>	
			<b>School Climate</b>			
			Collective Efficacy	90.2%	92.7%	95.0%
			Academic Emphasis	82.3%	84.8%	90.0%
			<b>School Leadership</b>			
			Overall Percent Endorsement	ND	68.5%	75.0%
<b>Professional Learning</b>						
Coherence	82.8%	ND	90.0%			
Overall Percent Endorsement	70.9%	ND	80.0%			
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>	
<b>Strengthen leadership capacity across the school.</b>	<ul style="list-style-type: none"> <li>Embed effective use of both leadership and pedagogical coaching.</li> <li>Review and further refine guidelines for team planning F-6</li> <li>Targeted professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Peer observation and coaching model.</li> <li>Recognition and documentation of resources available to Teaching and Learning Leaders when preparing Term Planners. Identification of non-negotiable expectations.</li> </ul>	Frank Catalano Julie Symons Helen Tomecek Lisa Gough Damien Kitch	Ongoing	<ul style="list-style-type: none"> <li>Guidelines developed, maintained and utilised by TaLL leaders to develop Term Planners.</li> </ul>	
<b>Implement the school's Professional Learning Plan.</b>	<ul style="list-style-type: none"> <li>Engagement with Ryan Dunn (Mathematics)</li> <li>Engagement with Steve Willy (English)</li> <li>Develop capacity of staff to implement the Victorian Curriculum</li> <li>Conduct a comprehensive induction program for staff new to the school</li> </ul>	<ul style="list-style-type: none"> <li>Develop understandings of our Whole school approaches to;                             <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Student Wellbeing</li> <li>EAL</li> <li>Mathematics</li> <li>Planning</li> <li>Reporting and Student Led Conferences</li> </ul> </li> </ul>	Frank Catalano Lisa Gough  SSP Team Leaders Chloe Prince, Simone Ryan, Lee-ean Teoh, Jen Mastorakis, Samantha Rich, Debbie Jacobs	Ongoing	<ul style="list-style-type: none"> <li>PDP data</li> <li>Applications for Full Registration for graduate teachers</li> <li>Participation of all teaching staff in PL sessions</li> </ul>	
<b>Complete the CIS Self-Study for CIS Accreditation.</b>	<ul style="list-style-type: none"> <li>Allocate sufficient time, resources and professional learning to all staff</li> <li>Curriculum Days in Terms 1</li> </ul>	<ul style="list-style-type: none"> <li>Develop and communicate a timeline</li> <li>Analyse Endicott Survey Data</li> <li>Support and sustain steering committee</li> <li>Curriculum Days in Terms 1 and 2</li> <li>Develop PL &amp; Meeting schedule to facilitate collaboration and preparation of relevant reports</li> </ul>	Steering Committee; Lisa Gough, Manuela Pertile, Tania Smith, Penelope Kolovos, Damien Kitch, Chloe Prince, Elisha Park, Roland Lewis, Clare Baizanos	January to October 2016	<ul style="list-style-type: none"> <li>Self Study documentation and evidence to be submitted by the end of Week 5 in Term 3.</li> <li>Successful Accreditation visit in October 2016</li> <li>Accreditation status awarded by the Council of International Schools.</li> </ul>	
<b>Develop whole school targeted student learning approaches for students with particular and identified learning needs.</b>	<ul style="list-style-type: none"> <li>Restructuring school approach to evidence based targeted student learning.</li> <li>Implement plan for Targeted Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>Equity Funding</li> <li>Restructure of EAL Teaching Team to Targeted Student Support Teaching Team</li> <li>Use of achievement data for this cohort</li> </ul>	Lisa Gough Helen Tomecek, Marion Barnes, Nicole Pryde	Ongoing	<ul style="list-style-type: none"> <li>Ongoing student assessment</li> <li>Matched cohort NAPLAN data</li> <li>Teacher assessments against AusVELS</li> <li>Relative Growth Data – decrease in percentage indicating low growth.</li> </ul>	

# Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	

