

# Annual Implementation Plan: for Improving Student Outcomes

School name: Glen Waverley Primary School

Year: 2017

School number: 5425

Based on strategic plan: 2017 - 2021

Endorsement:

Principal; Mr Frank Catalano

21/2/2017

Senior Education Improvement Leader; Mr Alan McAuliffe

21/2/2017

School council; Dr Paul van den Bergen

21/2/2017

## 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	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> <li>To develop curious and resilient lifelong learners with strong academic skills in English, Maths Science and Metacognition.</li> <li>To increase learner's capacity for high levels of cognitive engagement, challenge and deep thinking through the development of social and emotional skills and understanding.</li> <li>To increase community involvement in achieving the school's vision.</li> <li>To enrich the leadership structure to maximise staff capacity to lead and implement high levels of accountability for the school's Guiding Statements and data rich culture.</li> </ul>	<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>	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	<b>Community engagement in learning</b>	Building communities	

Improvement Initiatives rationale:	
<p>Glen Waverley Primary School is a rapidly growing school, and school of choice for many first generation parents that move into the area seeking outstanding educational outcomes for their children. English is an additional language for 85% of our students. We are an accredited member of the Council of International Schools (CIS) and conducted our school's self-study as preparation for the CIS accreditation visit in October 2016. Key challenges identified through this process are;</p> <ol style="list-style-type: none"> <li>Well established and embedded whole school approaches (WSA) to Reading, Writing and a Pedagogical approach, however we need to embed our WSA to Maths and Spelling</li> <li>A whole school approach to Inquiry Learning is yet to be developed.</li> <li>Student understandings of Success Criteria and metacognition can be deepened and further personalised.</li> <li>With enrolment growth, staff induction programs must be robust and thorough.</li> <li>Our whole school engagement and wellbeing program "You Can Do It" needs to be further developed and enriched with additional content to maximise how it meets the specific characteristics of our cohort.</li> <li>We need to develop a long term vision of STEAM.</li> <li>To maintain a focus on rigour, student voice and data through a lens of on-going school improvement and deepening of student engagement in the learning process.</li> </ol>	
Key improvement strategies (KIS).	
Improvement initiative:	Key improvement strategies (KIS)
<b>Building Practice Excellence</b>	<ul style="list-style-type: none"> <li>Embed Whole School approaches that build a rich, challenging and stimulating learning environment that uses contemporary pedagogy and digital literacies for deep learning and thinking</li> <li>Investigate and develop the role of students in their learning process so that students make better use of their learning data in order to drive their ongoing growth</li> <li>Review and align our Whole School Approaches to Assessment and Reporting.</li> <li>Investigate and further develop our whole school social and emotional learning approach in order to align success and resilience</li> </ul>
<b>Building Leadership Teams</b>	<ul style="list-style-type: none"> <li>Further embed our school's Guiding Statements.</li> <li>Continue to target, refine and enhance the development of leadership skills and content knowledge, to support the development of high level Curriculum Review, implementation and monitoring.</li> <li>Maintain and further develop the capacity of all staff to deliver established whole school initiatives and rigorous teaching and learning processes.</li> </ul>
<b>Positive Climate for Learning</b>	<ul style="list-style-type: none"> <li>Engage students as Global Citizens and with Service Learning.</li> <li>Investigate a means of involving external organisations and experts to enhance the areas of Science and Technology as a learning tool.</li> <li>Engage more deeply with past students to determine the effectiveness of a range of school programs.</li> </ul>

## 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 note 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.

<b>STRATEGIC PLAN GOALS</b>	To develop curious and resilient lifelong learners with strong academic skills in Literacy, Numeracy Science and Metacognition.																																																																																																																																													
<b>IMPROVEMENT INITIATIVE</b>	Excellence in Teaching and Learning (EiT&L) Building Practice Excellence (BPE), Evidence Based High Impact Teaching Strategies (EBHITS) & Evaluating Impact on Learning (EIoL)																																																																																																																																													
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Nb. Victorian Curriculum benchmark data is not available at the time of writing this SSP. As of 2017 it will be used in subsequent AIP's.

### SSP Targets:

By 2021, to have 100% of deemed capable students performing at the expected standard and at least 85% above the expected standard in all dimensions of the Victorian Curriculum with the aim of 40% of students achieving above (B) and 45% achieving well above (A) the expected standard.

## 12 MONTH TARGETS

NAPLAN YEAR 3 DATA		Below (%)	At (%)	Band 5 (%)	Band 6 (%)	Total Above
Grammar & Punctuation	2016 Benchmark Data	3	17	21	56	77
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	2017 Targets	0	15	22	63	85
Writing	2016 Benchmark Data	0	18	35	44	79
	2017 Targets	0	15	35	50	85

NAPLAN		Relative Growth			Matched Cohort
		Low	Medium	High	
Grammar & Punctuation	2016 Benchmark Data	12	49	38	85
	2017 Targets	10	45	45	Maintain 85+
Numeracy	2016 Benchmark Data	7	40	53	133
	2017 Targets	5	40	55	Maintain 130+
Reading	2016 Benchmark Data	9	41	49	105
	2017 Targets	8	47	55	Maintain 105+
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	2017 Targets	0	25	40	35	75
Spelling	2016 Benchmark Data	3	33	23	35	58
	2017 Targets	0	35	25	40	65
Writing	2016 Benchmark Data	6	44	28	17	45
	2017 Targets	0	45	25	30	55

### Teacher Judgements:

#### 2017 Targets:

To have 100% of deemed capable students performing at the expected standard and at least 85% above the expected standard in all dimensions of the Victorian Curriculum with the aim of 40% of students achieving above (B) and 45% achieving well above (A) the expected standard.



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Embed Whole School approaches that build a rich, challenging and stimulating learning environment that uses contemporary pedagogy and digital literacies for deep learning and thinking.	<p>Consolidate whole school approaches to English and Mathematics</p> <ul style="list-style-type: none"> <li>- Finalise, trial and refine Spelling Scope and Sequence.</li> <li>- Trial and Refine Maths Pacing Calendars.</li> <li>- Develop and Trial Mathematics Unit Planners.</li> <li>- Continue working with Ryan Dunn for consistent pedagogical approaches to the teaching and learning of Mathematics.</li> <li>- Explore the use of Rubrics, "I can" statements or other alternatives to expand the Victorian Curriculum Continuum.</li> </ul> <p>Research and develop a whole school approach to Inquiry Learning that heightens authentic learning and aligns with current methodologies in English and Maths.</p> <ul style="list-style-type: none"> <li>- Explore the development of Unit planners for Humanities and Science, that incorporate STEAM, Inquiry methodologies and Digital Learning</li> <li>- Increase student voice/advocacy in the planning, development &amp; implementation of Science &amp; Humanities Units.</li> </ul> <p>Establish whole school approaches that will support the development of high impact learning communities that foster risk taking, innovation and student safety.</p> <ul style="list-style-type: none"> <li>- Document the new school year induction period (first two weeks of school).</li> <li>- Link our Guiding Statements to the "You Can Do It" program.</li> <li>- Investigate the best-fit SEL program for our school (possible long term improvements to the YCDI program)</li> <li>- Deepen understandings of the eSmart program for all stakeholders.</li> <li>- Develop a Scope and Sequence to guide, enhance and align cyber safety throughout the school.</li> </ul>	<p>English and Maths Vertical Teams Student Engagement in Learning Team</p> <p>Transition &amp; Pathways Team</p> <p>Student Engagement in Learning Team</p> <p>Digital Learning &amp; STEAM Team</p>	<p>Spelling S/S – Semester One (S1) Maths Pacing Calendars – S1</p> <p>Maths unit planners – S1 I Can s/ments – S1 Ryan Dunn S1 and S2</p> <p>Unit planners S1 St Voice S1 and S2</p> <p>Induction prog S1</p> <p>Guiding S/ments and SEL S1 and S2</p> <p>e-Smart S1</p> <p>Cyber-safety S1</p>	6 months:	● ● ●			
				12 months:	● ● ●			
Investigate and develop the role of students in their learning process so that students make better use of their learning data in order to drive their ongoing growth.	<p>Engage external consultant to deepen staff understanding of brain science and the development of highly effective Learning Intentions and Success Criteria.</p> <ul style="list-style-type: none"> <li>- Commence researching Learning Science and implications for our school.</li> <li>- Commence research into learner resilience and assimilating understandings in this area.</li> <li>- Explore the question "What is the role of the student in the learning process" and commence developing a common understanding.</li> <li>- Deepen understandings, personalisation and use of Learning Intentions, Success Criteria and rich reflection to maximise student learning outcomes.</li> <li>- Embed the use of reflection time at the end of a lesson to return to explicit Success Criteria.</li> <li>- Continue to build the capacity of the TaLL team to conduct learning conversations around the development of Learning Intentions and Success Criteria.</li> <li>- Maximise Student Voice and understanding of the Curriculum Continuum, assessment practices and their capacity to interpret and use their learning data as a means of deepening and improving their learning experiences. (EBHITS)</li> </ul>	<p>Student Engagement in Learning Team</p>	<p>Learning Sciences S1</p> <p>Role of students in learning S1</p> <p>Success Criteria etc S1</p> <p>TaLL Team – ongoing</p> <p>St Voice and Learning Data – ongoing</p>	6 months:	● ● ●			Science and Humanities: \$10K
				12 months:	● ● ●			
Review and align our Whole	Review and redevelop our whole school assessment schedule.			6 months:	● ● ●			

<p>School Approaches to Assessment and Reporting.</p>	<ul style="list-style-type: none"> <li>- Redevelop the assessment schedule for all Curriculum Areas.</li> <li>- Explore the use of student maps in GradeXpert (or similar program) to support implementation of the assessment schedule.</li> <li>- Implement the use of Essential Assessment (Maths) across the whole school.</li> <li>- Review the role of common assessment tasks.</li> <li>- Redevelop guidelines for Moderation Tasks.</li> </ul> <p>Review the Reporting timeline and process</p> <ul style="list-style-type: none"> <li>- Develop a whole school S&amp;S, clearly outlining when student reports will cover specific Strands and Sub-Strands in the Victorian Curriculum.</li> <li>- Review the use of student portfolios to supplement student reports.</li> <li>- Evaluate the reporting timeline and develop recommendations</li> <li>- Investigate on-line portals that will facilitate on-going, timely reporting to parents.</li> </ul>	<p>Personalised Learning &amp; Data Team</p>	<p>Ass't schedule – S1</p> <p>GX – S1</p> <p>Ess Maths S1</p> <p>Comm Ass't Tasks – S1</p> <p>Reporting investigate early S1</p> <p>Online portal S1</p>	<p>12 months:</p>	<p>● ● ●</p>		<p>Data Literacy: \$7K</p>	
<p>Investigate and further develop our whole school social and emotional learning approach in order to align success and resilience</p>	<p>Induct Leading Teacher (Engagement &amp; Wellbeing) and assess "What works Well".</p> <p>Review the effectiveness of the "You Can Do It" (YCDI) program</p> <ul style="list-style-type: none"> <li>- If applicable, redevelop guidelines to align and strengthen YCDI with other SEL programs.</li> <li>- Investigate and implement complimentary materials to support smaller cohort groups and their personalised needs. (H&amp;WB),</li> <li>- Deepen research and understandings of pedagogies that foster the development of a Growth Mindset.</li> </ul>	<p>Student Engagement in Learning Team</p>	<p>YCDI – S1</p> <p>Cohorts – S1</p> <p>Growth mindset – ongoing</p>	<p>6 months:</p> <p>12 months:</p>	<p>● ● ●</p> <p>● ● ●</p>		<p>Science and Humanities: \$10K</p>	



# Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	To enrich the leadership structure to maximise staff capacity to lead and implement high levels of accountability for the school's Guiding Statements and data rich culture.																																					
<b>IMPROVEMENT INITIATIVE</b>	Professional Leadership (PL); Instructional & Shared Leadership (IaSL), Vision, Values & Culture (VV&C)																																					
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Further embed our school's Guiding Statements.	Structure on-going development of our Guiding Statements involving all stakeholders and incorporating a refreshed: <ul style="list-style-type: none"> <li>School Logo</li> <li>School Uniform</li> <li>House System and Branding.</li> </ul> Consolidate the policy review process to include guidelines for publishing and communicating new and reviewed policies to all stakeholders	Exec Team, Sch Council etc  Sch Council	S1  S1	6 months: 12 months:	● ● ● ● ● ●		Rebranding: \$10K																															
Continue to target, refine and enhance the development of leadership skills and content knowledge, to support the development of high level Curriculum Review, implementation and monitoring.	Induct Leading Teacher (Data Literacy) and assess "What works Well".  Conduct ongoing review and refinement of the TSL program.  Build teacher capacity to maintain, manage and maximise a data rich environment <ul style="list-style-type: none"> <li>Develop a common understanding and language</li> </ul>	Personalised Learning & Data Team	S1	6 months: 12 months:	● ● ● ● ● ●		Data Literacy: \$7K																															

	<p>that shifts the focus of student data less on differentiated learning, more towards personalised learning.</p> <ul style="list-style-type: none"> <li>- Establish the Collegiate Program Team. Review and expand whole school guidelines and protocols that embed and consolidate this program.</li> <li>- Expand accessibility to coaching with Julie Symons.</li> <li>- Broaden team coaching session with Julie Symons to include the Vertical team leaders.</li> <li>- Continue to target, refine and enhance the development of leadership skills and content knowledge, particularly for staff leading Vertical Teams.</li> <li>- Add TaLL, SIT and Vertical teams meetings to the PL schedule.</li> <li>- Build staff leadership capacity to host visiting schools and actively participate in school partnerships such as with Fairhills PS.</li> </ul>		<p>S1</p> <p>S1</p> <p>S1</p> <p>Ongoing</p> <p>S1</p> <p>Ongoing</p>					
Maintain and further develop the capacity of all staff to deliver established whole school initiatives and rigorous teaching and learning processes. (laSL)	<p>Continue and expand our Whole School Approach to building staff capacity – to differentiate teaching to meet the abilities and learning styles of all students.</p> <ul style="list-style-type: none"> <li>- Continue work with Steve Willy to embed a whole school approach to Spelling.</li> <li>- Continue work with Ryan Dunn to develop Maths Units and whole school pedagogies.</li> <li>- Maintain effective quantity of key teacher resources and reference materials.</li> <li>- Add teacher resources to the library catalogue</li> </ul> <p>Investigate the best way to build teacher capacity to support EAL learners within the mainstream classroom and commence implementation.</p> <p>Utilise staff Induction survey data and the AITSL induction guides to develop the Induction program in 2017. Survey staff at the conclusion of 2017</p> <p>Audit and refine our whole school approach to staff wellbeing and engagement.</p> <ul style="list-style-type: none"> <li>- Continue to engage in feedback gathered at the Wellbeing PD staff attended, to support staff in recognising potential benefits to themselves, their families and their students.</li> <li>- Develop and implement a Staff Wellbeing Policy</li> </ul>	<p>Various Vertical Teams</p> <p>English Maths</p> <p>Student Engagement in Learning Team</p>	<p>Ongoing</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p>	<p>6 months:</p> <p>12 months:</p>	<p>● ● ●</p> <p>● ● ●</p>		See above	

## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	To increase learner's capacity for high levels of cognitive engagement, challenge and deep thinking through the development of social and emotional skills and understanding.																																																					
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	To increase community involvement in achieving the school's vision. Positive Climate for Learning (PCfL);Health & Wellbeing (H&WB), Intellectual Engagement & Self-Awareness (IE&SA) Community Engagement in Learning (CEiL);Global Citizenship (GC), Networks with Schools, Services & Agencies (NwSSA), Parents & Carer's as Partners (P&CaP)																																																					
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Engage students as Global Citizens and with Service Learning.	<p>Explore and construct a whole school plan for the development of sister school relationships.</p> <ul style="list-style-type: none"> <li>Commence enquiries into Sister School relationships according to the whole school plan developed.</li> </ul> <p>Commence exploring Service Learning and how it links to Inquiry learning units of work, global citizenship and interculturalism.</p> <ul style="list-style-type: none"> <li>Investigate ways to extend community connections for students with, and beyond local organisations such as local aged care facilities or kindergartens.</li> </ul> <p>Expand the Bi-Lingual section of the library.</p>	Student Engagement in Learning Team	S1	6 months:	● ● ●		Science and Humanities: \$10K	
			S1	12 months:	● ● ●			
Investigate a means of involving external organisations and experts to enhance the areas of Science and Technology as a learning tool.	Commence gathering recommendations and links to external organisations and experts to form associations or partnerships in the future development of STEAM within GWPS	Digital Learning & STEAM Team	S1	6 months:	● ● ●		Digital Learning: \$90K	
				12 months:	● ● ●			
Engage more deeply with past students to determine the effectiveness of a range of school programs.	<p>Explore and embed ways we can maintain connections with the school for Year 6 graduates.</p> <p>Develop a whole school plan to maintain connections with GWPS graduates.</p> <p>Develop an Alumni group to commence with 2017 graduates.</p>	Student Engagement in Learning Team	S1	6 months:	● ● ●			
			And Sch Council	S1	12 months:			

# 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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				