

# 2018 Annual Implementation Plan

## for improving student outcomes

Drouin West Primary School (1417)



Submitted for review by Kerry Ware (School Principal) on 04 January, 2018 at 06:13 PM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 29 January, 2018 at 11:55 AM

Endorsed by Rhiannon Trimble (School Council President) on 20 February, 2018 at 09:53 PM

# Self-evaluation Summary - 2018

Drouin West Primary School (1417)

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

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

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

<b>Enter your reflective comments</b>	Staff were all given opportunity to plot our progress against the FISO continuum in Excellence in Teaching and Learning. The leadership team worked through Professional leadership and Wellbeing team worked through Positive climate for learning. School Council worked on Community Engagement in learning over several meetings. Individual responses varied and the discussions on what we can be proud of as well as the ideas on how we can continue to improve have been used to inform the development and direction of the 2018 AIP
<b>Considerations for 2019</b>	We anticipate that 2018 is going to be a year to embed the significant changes we have undertaken in curriculum planning and delivery as well as data collection we have achieved for reading and oral language building consistency across our school. We need to apply what we have learned and follow this approach to the areas of number, spelling and writing, while also building our collective capacity to introduce the social and emotional learning into curriculum programs. Our staffing profile includes 26 people plus 3 in OHSC. 4 classroom teachers are new to the school- three are first year graduates. We will have 3 out of 5 new specialist teachers, a new office assistant and 3 new aides. Our priority will be to work in highly

	effective collaborative teams to support all new staff to our school as well as provide a high quality induction program and useful documentation.
<b>Documents that support this plan</b>	2017 October Drouin West Annual Implementation Plan.docx (0.15 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Drouin West Primary School (1417)

<b>Four Year Strategic Goals</b>	<b>Four Year Strategic Targets</b>			
To improve student outcomes in literacy and numeracy.	NAPLAN improvements over the life of the Strategic plan are:			
	<b>NAPLAN AREA</b>	<b>Strategic Plan Target</b>	<b>2017 Results</b>	<b>2018 Target</b>
	<b>Year 3 Numeracy</b>	<b>30% top two bands</b>	<b>23.3%</b>	<b>30%</b>
	<b>Year 3 Reading</b>	<b>40% top two bands</b>	<b>44.8%</b>	<b>45%</b>
	<b>Year 3 Writing</b>	<b>45% top two bands</b>	<b>39.2%</b>	<b>45%</b>

<b>Year 5 Numeracy</b>	<b>30% top two bands</b>	<b>16.7%</b>	<b>30%</b>
<b>Year 5 Reading</b>	<b>35% top two bands</b>	<b>30%</b>	<b>35%</b>
<b>Year 5 Writing</b>	<b>20% top two bands</b>	<b>3.4%</b>	<b>20%</b>

**NAPLAN Relative High Growth**

<b>2020 Target</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Numeracy 35%</b>	31%	19%	25%
<b>Reading 35%</b>	33%	29%	30%
<b>Writing 20%</b>	13%	4%	10%

Increase baseline data (2014) the percentage of students across the school achieving 'A's and 'B's for each year level over the life of the Strategic Plan.	2014	2015	2017	2018
Mathematics	9%	17%	21%	25%
Reading and Viewing	40%	44%	30%	50%

Speaking and Listening	13%	7%	5.38	20%
Writing	17%	22%	10.7%	30%
Science	9%	8%	16%	20%

Staff Opinion Survey - School Climate to be at least at or above the 2014 results for positive responses.

Factor	2014	2017	2018
Collective Efficacy	71%	77.2%	(80%) 75%
Collective responsibility	79%	91.7%	98%
Academic emphasis	68%	66.9%	75%
Staff trust in Colleagues	68%	78.8%	85%
Teacher Collaboration	80%	69.4%	90%
Collective focus on Student Learning	88%	88.8%	95%
Guaranteed and Viable Curriculum	70%	88.2%	95%
Shielding/buffering	74%	74.5%	80%

To build a community of learners who are active in their own learning and are connected to the school

Attitude to school survey variables (Teaching and Learning improves from baseline data in 2014 over the life of the Strategic Plan.	2014	2015	2016	2017 (Years 4-6) Survey tool changed to online format	2018 Strategic Plan Target	Revised Target
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Learning Confidence	61%	39%	50%	63%	60%	65%
School Connectedness	42%	22%	62%	20%	50%	50%
Stimulating Learning	63%	39%	62%	70%	65%	75%
Student Motivation	65%	33%	65%	47.6	65%	65%
Teacher Effectiveness	68%	39%	67%	?	65%	
Teacher Empathy	68%	61%	62%	63%	70%	70%

To develop a whole school positive and optimistic understanding of wellbeing for all students.

Attitude to school survey variables for all students in Yrs 5 & 6 (yr 4 from 2017) to show improvement from 2014 over the life of the Strategic Plan.	2014	2015	2016	2017 (Years 4-6)	2018
Student Distress	50%	67%	51%	?	65%
Student Morale	66%	42%	42%	?	80%

Classroom Behaviour	34%	14%	15%	57.8%	60%
Connectedness to Peers	72%	66%	68%	19.9%	75%

Average days absent per student are 14 days or less over the life of the Strategic Plan.

### Improvement Initiatives Rationale

This year will be our final year of implementing the school's strategic plan. We have made significant improvements in student oral language and reading outcomes over the last year and recognised our writing results have not improved at the same rate. Students in the junior levels (Prep-2) need a rich curriculum of spoken experiences and excellent literature that will develop strong phonemic awareness, phonics, vocabulary and comprehension and fluency in reading and writing. Staff have reviewed our data and identified that writing can be improved if we develop a school wide consistent approach to teaching spelling, focus on explicitly teaching the essential learning, differentiate, moderate, provide intervention and have high expectations for all students. Teachers have agreed that we will ensure we explicitly teach P-2 students handwriting skills and build writing stamina across the school in 2018.

Teachers have developed curriculum documents (Yearly planners, termly pacing guides and proficiency scales) which detail the essential learnings for reading, oral language and writing. We recognise the next area to target includes creating a writing data wall so we can track all students in their writing progression across the school.

<b>Goal 1</b>	To improve student outcomes in literacy and numeracy.
<b>12 month target 1.1</b>	Refer to the Strategic Plan targets set and revised for NAPLAN, percentage of students across the school achieving above the standard in Writing 2018, as well as School Climate elements in the Staff opinion survey. NAPLAN Writing Yr 3 45% of students in top two bands Yr 5 20% of students in top two bands. High Relative Growth in Writing to be at least 10%.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	



KIS 1	<ul style="list-style-type: none"> <li>Build teacher capacity to continually improve their practice through collaboration, mentoring and feedback through the work of Professional Learning Teams and peer observation.</li> </ul>
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<b>Goal 2</b>	To develop a whole school positive and optimistic understanding of wellbeing for all students.
<b>12 month target 2.1</b>	Refer to table showing improvements in Attitudes to School Survey results.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	Engage the school community to create an inclusive, safe, respectful and orderly environment which supports the wellbeing of all students.

## Define Evidence of Impact and Activities and Milestones - 2018

Drouin West Primary School (1417)

<b>Goal 1</b>	To improve student outcomes in literacy and numeracy.
<b>12 month target 1.1</b>	Refer to the Strategic Plan targets set and revised for NAPLAN, percentage of students across the school achieving above the standard in Writing 2018, as well as School Climate elements in the Staff opinion survey. NAPLAN Writing Yr 3 45% of students in top two bands Yr 5 20% of students in top two bands. High Relative Growth in Writing to be at least 10%.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Build teacher capacity to continually improve their practice through collaboration, mentoring and feedback through the work of Professional Learning Teams and peer observation.</li> </ul>

Actions	Build staff capacity through coaching, observations and feedback. Strengthen collaboration in all PLT's with a focus on writing (handwriting, spelling, writing stamina, tracking students on a data wall). Build systems of peer observations of all staff. Scaffold new staff to ensure consistent practice across the school.			
Evidence of impact	Leaders will see PLT's working as highly effective teams. Leaders will have completed BASTOW programs CREATE and UP Staff surveys show improved teacher responses to factors in school climate module. Teachers will systematically provide intervention. Teachers are receiving feedback in their use of the High Impact Teaching Strategies. Students will receive a differentiated curriculum and targeted intervention. Students are active participants in their learning. They set writing goals, know what they need to learn next and how to improve. Student growth is evident at mid and end of year teacher judgements which show 80% of students have made 6 and 12 months growth respectively in writing across the school.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All ten class teachers are observed and coached at least 4 X by the end of term 2 (8 X by the end of term 4) with coaching templates completed.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Team leaders have scheduled meetings to plan for their PLT meetings	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Class teachers to work collaboratively in PLT's to collect, analyse data and plan for intervention. Data to be analysed to enrich or reteach skills.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
PLT leaders to participate in Bastow "Create" program in 2018	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

Co ordinate an induction and mentoring program for all new members of staff.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$1.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	To develop a whole school positive and optimistic understanding of wellbeing for all students.			
<b>12 month target 2.1</b>	Refer to table showing improvements in Attitudes to School Survey results.			
<b>FISO Initiative</b>	Setting expectations and promoting inclusion			
<b>Key Improvement Strategy 1</b>	Engage the school community to create an inclusive, safe, respectful and orderly environment which supports the wellbeing of all students.			
Actions	Build staff commitment and capacity to implement the Resilience, Rights and Respectful Relationships program. Engage student voice across the school through a Junior School Council model.			
Evidence of impact	Leaders will support, resource and promote the implementation of social and emotional learning. Teachers will plan, implement and showcase the topics they cover throughout the year with parents. Students will show an improvement in their social, emotional and positive relationships skills and knowledge. Students will see themselves as having an influence in their school by initiating and promoting their ideas to improve our school.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Members of Welfare Team to meet with Lead School-D.S.C. to begin planning this year implementation plan for term 2, 3, and 4.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$1.00 <input type="checkbox"/> Equity funding will be used
Teachers to implement the 8 Topics into their classroom programs under the guidance of the Wellbeing team	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

<p>Re introduce the concept of a Junior School Council to promote student voice across the school. Classes from years 2-6 to nominate 2 representatives for each semester. Senior Students to meet with Principal to run meetings and write reports for classrooms and if appropriate School Council. Meetings to include playground climate, lunchtime programs, announcements for assemblies, conducting peer surveys, etc. J.S.C. assist with planning ideas for Social Service events.</p>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
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## Professional Learning and Development Plan - 2018

Drouin West Primary School (1417)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All ten class teachers are observed and coached at least 4 X by the end of term 2 (8 X by the end of term 4) with coaching templates completed.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning Team leaders have scheduled meetings to plan for their PLT meetings	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Class teachers to work collaboratively in PLT's to collect, analyse data and plan for intervention. Data to be	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

analysed to enrich or reteach skills.			<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
PLT leaders to participate in Bastow "Create" program in 2018	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  Planned for Moe 2018
Co ordinate an induction and mentoring program for all new members of staff.	Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers to implement the 8 Topics into their classroom programs under the guidance of the Wellbeing team	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Self-evaluation Summary

[2017 October Drouin West Annual Implementation Plan.docx \(0.15 MB\)](#)