**2019 Annual Implementation Plan**

Submitted for review by Peter Seddon (School Principal) on 10 December, 2018 at 09:43 AM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 11 December, 2018 at 06:16 AM  
Endorsed by Dean Bowden (School Council President) on 12 December, 2018 at 12:34 PM

**for improving student outcomes**

Windsor Primary School (1896)



**Self-evaluation Summary - 2019**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Embedding moving towards Excelling |
|  | Curriculum planning and assessment | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
|  | Evaluating impact on learning | Embedding moving towards Excelling |

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| **Professional leadership** |  | Building leadership teams | Excelling |
|  | Instructional and shared leadership | Embedding moving towards Excelling |
|  | Strategic resource management | Excelling |
|  | Vision, values and culture | Excelling |

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

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| **Community engagement in learning** |  | Building communities | Excelling |
|  | Global citizenship | Evolving moving towards Embedding |
|  | Networks with schools, services and agencies | Embedding moving towards Excelling |
|  | Parents and carers as partners | Embedding moving towards Excelling |

**SSP Goals Targets and KIS**

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| Goal 1 | 1. To achieve consistent learning growth for all students across all learning areas. |
| Target 1.1 | NAPLAN To increase high Relative Growth for Years 3 to 5 for: 2020 target At least or greater than Numeracy 28% Reading 27% Writing 27% • To be at or above the similar school’s percentage in the Top Two NAPLAN bands for Year 3 and Year 5 for: -Numeracy -Reading -Writing School Assessments • Increase % of assessments above Vic Curriculum expected levels from 2017-2020 in: Reading, Writing, and Number and Algebra. • Increase % of assessments above Vic Curriculum expected levels from 2017-2020 in: Science. • Demonstrate tracking of student progress, planning linked to data and achievement of individual learning growth. e.g. PAT assessments and teacher planning, ILPs. Staff survey (School Climate module). • Increase the percentage of staff endorsement for the School Climate variables of: -Academic Emphasis - from a baseline of 70.5% -Collective Efficacy - from a baseline of 66.7%. |
| Key Improvement Strategy 1.a Building practice excellence | Build teacher capacity to effectively differentiate teaching for all students in Reading, Writing and Mathematics. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build teacher capacity in content knowledge of Reading, Writing and Mathematics. |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Build teacher knowledge in the High Impact Teaching Strategies and linking these to planning documentation and instruction. |
| Goal 2 | 2. To enhance student voice and engagement in their learning. |
| Target 2.1 | Student attendance • Decrease average absence F-6 from 23.55 days to 15.0 days • Decrease the percentage of absences over 20 days from 31% to 25% or less • Decrease unexplained absences (41% 2016) to below 33%. Attitudes to school survey • Improve mean scores for school connectedness (2016-3.89), stimulating learning (2016-3.84), learning confidence (2016-3.88) |
| Key Improvement Strategy 2.a Empowering students and building school pride | Introduce initial elements of the Inquiry Learning Model that focus on student directed learning. |
| Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies | Build teacher capacity to implement the Inquiry Learning Model. |
| Key Improvement Strategy 2.c Empowering students and building school pride | Build teacher and student capacity to implement student determined learning goals. |
| Goal 3 | 3. To enhance a sense of belonging to school, peers and our community |
| Target 3.1 | Attitudes to School Survey • Improve mean scores for connectedness to peers (2016-3.77), classroom behaviour (2.53), safety (3.62) and school connectedness (3.89). Resilience survey data (%ages) Safe Pathway Year 5 Year 6 Empowerment Female Male From 75-80 From 70-80 From 80-85 From 82-85 School belonging Female Male From 75-80 From 40-60 From 70-75 From 45-60 Boundaries and Expectations Female Male From 50-60 From 40-60 From 60-70 From 64-70 Adult Support Female Male From 100-100 From 50-60 From 70-85 From 82-85 Healthy Pathway Hope Female Male From 50-60 From 70-75 From 90-95 From 91-95 Healthy Mind Female Male From 50-60 From 90-95 From 80-85 From 73-80 Fulfilling Pathways Educational Engagement Female Male From 75-80 From 40-50 From 80-85 From 80-85 Social Skills Female Male From 75-80 From 40-50 From 60-70 From 91-95 Positive Identity Female Male From 75-80 From 30-50 From 30-50 From 73-80 Positive Values Female Male From50-60 From 50-60 From 40-50 From 73-75 Staff Survey School Climate • Improve trust in students and parent – 2016 endorsement of 63.3% Parent Survey To increase Parent Opinion Survey mean score in Student Safety 5.29 - 5.50 Student Behaviour 3.65 – 4.25 Student Morale 6.23 – 6.5 School Connectedness 5.94 – 6.0 |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build staff, student and community capacity to enhance the understanding of attendance of all stakeholders. |
| Key Improvement Strategy 3.b Building communities | Build staff capacity to establish and strengthen community connections. |
| Key Improvement Strategy 3.c Building communities | Build staff, student and community capacity to establish and maintain a school wide culture of care and collective responsibility. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 1. To achieve consistent learning growth for all students across all learning areas. | Yes | NAPLAN To increase high Relative Growth for Years 3 to 5 for: 2020 target At least or greater than Numeracy 28% Reading 27% Writing 27% • To be at or above the similar school’s percentage in the Top Two NAPLAN bands for Year 3 and Year 5 for: -Numeracy -Reading -Writing School Assessments • Increase % of assessments above Vic Curriculum expected levels from 2017-2020 in: Reading, Writing, and Number and Algebra. • Increase % of assessments above Vic Curriculum expected levels from 2017-2020 in: Science. • Demonstrate tracking of student progress, planning linked to data and achievement of individual learning growth. e.g. PAT assessments and teacher planning, ILPs. Staff survey (School Climate module). • Increase the percentage of staff endorsement for the School Climate variables of: -Academic Emphasis - from a baseline of 70.5% -Collective Efficacy - from a baseline of 66.7%. | Targets Naplan Year 3 Reading cohort and matched cohort averages to be in Band 5.  Year 3 cohort to equal State average in all five areas.  80% Top 2 Bands students in Year 3 remain in Top 2 Bands in Year 5 in all five areas.  75% Year 5 WPS matched cohort to achieve medium or high relative growth in all five areas.  30% Year 7 to achieve high transitional growth and 10% low transitional growth in all five areas.  Other supporting indicators - Naplan \* Year 3 Matched Cohort to have equal or more percentage of students in Top 2 Bands than Similar Schools in Reading.  \* Year 3 Whole Cohort average and Matched Cohort average to be above the school’s aggregate average over the last five years in Writing, Spelling and Numeracy.  \* Year 3 Whole Cohort average and Matched Cohort average are equal with Similar Schools average in Spelling.  \* Year 3 50% or more of students in Top 2 Bands in all areas  \* Year 3 65% or more of students in Top 2 Bands in Reading  \* Year 3 20% or less of students in the Bottom 2 Bands in all areas  \* Year 5 15% or less Matched Cohort are in the Bottom 2 Bands in all areas.  \* Year 5 All Matched Cohort to achieve Band 5 or better in all areas.  \* Year 5 All WPS Matched Cohort to achieve Medium or High Relative Growth in all areas.  \* Year 5 Whole Cohort and Matched Cohort to be within Standard Deviation of State average in all areas.   Student Survey \*80% or greater positive endorsement for Effective Teaching Time. \*80% or greater positive endorsement for Differentiated Learning.  Staff Survey \*90% or greater positive endorsement for Renewal of Knowledge and Skills. \*90% or greater positive endorsement for Applicability of Professional Learning. \*90% or greater positive endorsement for Interest in Improving Practice. \*90% or greater positive endorsement for Timetabled Meetings to Support Collaboration |
| 2. To enhance student voice and engagement in their learning. | Yes | Student attendance • Decrease average absence F-6 from 23.55 days to 15.0 days • Decrease the percentage of absences over 20 days from 31% to 25% or less • Decrease unexplained absences (41% 2016) to below 33%. Attitudes to school survey • Improve mean scores for school connectedness (2016-3.89), stimulating learning (2016-3.84), learning confidence (2016-3.88) | Student Survey \*80% or greater positive endorsement for School Connectedness. \* 75% or greater positive endorsement for Student Voice and Agency  Parent Survey \*90% or greater positive endorsement for Student Agency and Voice \*90% or greater positive endorsement for Stimulating Learning Environment |
| 3. To enhance a sense of belonging to school, peers and our community | Yes | Attitudes to School Survey • Improve mean scores for connectedness to peers (2016-3.77), classroom behaviour (2.53), safety (3.62) and school connectedness (3.89). Resilience survey data (%ages) Safe Pathway Year 5 Year 6 Empowerment Female Male From 75-80 From 70-80 From 80-85 From 82-85 School belonging Female Male From 75-80 From 40-60 From 70-75 From 45-60 Boundaries and Expectations Female Male From 50-60 From 40-60 From 60-70 From 64-70 Adult Support Female Male From 100-100 From 50-60 From 70-85 From 82-85 Healthy Pathway Hope Female Male From 50-60 From 70-75 From 90-95 From 91-95 Healthy Mind Female Male From 50-60 From 90-95 From 80-85 From 73-80 Fulfilling Pathways Educational Engagement Female Male From 75-80 From 40-50 From 80-85 From 80-85 Social Skills Female Male From 75-80 From 40-50 From 60-70 From 91-95 Positive Identity Female Male From 75-80 From 30-50 From 30-50 From 73-80 Positive Values Female Male From50-60 From 50-60 From 40-50 From 73-75 Staff Survey School Climate • Improve trust in students and parent – 2016 endorsement of 63.3% Parent Survey To increase Parent Opinion Survey mean score in Student Safety 5.29 - 5.50 Student Behaviour 3.65 – 4.25 Student Morale 6.23 – 6.5 School Connectedness 5.94 – 6.0 | Targets Panorama Attendance Data End October data has 20+ day absences between 10-15%.  End of November data has 20+ day absences between 15-20%.  End of year data has 20+ day absences less than 25%.  End of June data has 10 day or less absences at 75% or greater.  End of November data has 10 day or less absences at 55% or greater.  Other supporting indicators - Student Survey \*80% or greater positive endorsement for Attitude to Attendance.  \*80% or greater positive endorsement for School Connectedness.  \*80% or greater positive endorsement for Sense of Inclusion.  \*80% or greater positive endorsement for Respect for Diversity  \*80% or greater positive endorsement for Managing Bullying.  \*80% or greater positive endorsement for Advocate at School.  \*80% or greater positive endorsement for Resilience.  \*75% or greater positive endorsement for Classroom Behaviour.  Parent Survey  \*90% or greater positive endorsement for Student Connectedness  \*90% or greater positive endorsement for Confidence and Resiliency Skills  \*90% or greater positive endorsement for Managing Bullying  \*80% or greater positive endorsement for Non-experience of Bullying  \*90% or greater positive endorsement for Promoting Positive Behaviour  \*90% or greater positive endorsement for School Support  \*90% or greater positive endorsement for Teacher Communication  Staff Survey \*70% or greater positive endorsement for all School Staff Safety and Wellbeing elements |

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| Goal 1 | 1. To achieve consistent learning growth for all students across all learning areas. | |
| 12 Month Target 1.1 | Targets Naplan Year 3 Reading cohort and matched cohort averages to be in Band 5.  Year 3 cohort to equal State average in all five areas.  80% Top 2 Bands students in Year 3 remain in Top 2 Bands in Year 5 in all five areas.  75% Year 5 WPS matched cohort to achieve medium or high relative growth in all five areas.  30% Year 7 to achieve high transitional growth and 10% low transitional growth in all five areas.  Other supporting indicators - Naplan \* Year 3 Matched Cohort to have equal or more percentage of students in Top 2 Bands than Similar Schools in Reading.  \* Year 3 Whole Cohort average and Matched Cohort average to be above the school’s aggregate average over the last five years in Writing, Spelling and Numeracy.  \* Year 3 Whole Cohort average and Matched Cohort average are equal with Similar Schools average in Spelling.  \* Year 3 50% or more of students in Top 2 Bands in all areas  \* Year 3 65% or more of students in Top 2 Bands in Reading  \* Year 3 20% or less of students in the Bottom 2 Bands in all areas  \* Year 5 15% or less Matched Cohort are in the Bottom 2 Bands in all areas.  \* Year 5 All Matched Cohort to achieve Band 5 or better in all areas.  \* Year 5 All WPS Matched Cohort to achieve Medium or High Relative Growth in all areas.  \* Year 5 Whole Cohort and Matched Cohort to be within Standard Deviation of State average in all areas.   Student Survey \*80% or greater positive endorsement for Effective Teaching Time. \*80% or greater positive endorsement for Differentiated Learning.  Staff Survey \*90% or greater positive endorsement for Renewal of Knowledge and Skills. \*90% or greater positive endorsement for Applicability of Professional Learning. \*90% or greater positive endorsement for Interest in Improving Practice. \*90% or greater positive endorsement for Timetabled Meetings to Support Collaboration | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Build teacher capacity to effectively differentiate teaching for all students in Reading, Writing and Mathematics. | Yes |
| **KIS 2**  Curriculum planning and assessment | Build teacher capacity in content knowledge of Reading, Writing and Mathematics. | Yes |
| **KIS 3**  Evidence-based high-impact teaching strategies | Build teacher knowledge in the High Impact Teaching Strategies and linking these to planning documentation and instruction. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | WPS conducts regular analysis of data paying particular attention to analysing growth of students and items. Analysis of triangulated data identifies writing, with particular reference to spelling, grammar and punctuation along with mathematics as areas with decreased results. Further examination reveals an inconsistency in approaches to spelling and writing.  Reading has generally remained steady however students who are below benchmark, while continuing to be of concern, demonstrate growth, albeit small, yet within their capabilities. In order to increase student growth, capacity of teachers needs to be built to not only identify point of need but also to activate learning programs that promote growth. Consistent approaches across the school will reduce performance anxiety from students and allow high achievers to be challenged. | |
| Goal 2 | 2. To enhance student voice and engagement in their learning. | |
| 12 Month Target 2.1 | Student Survey \*80% or greater positive endorsement for School Connectedness. \* 75% or greater positive endorsement for Student Voice and Agency  Parent Survey \*90% or greater positive endorsement for Student Agency and Voice \*90% or greater positive endorsement for Stimulating Learning Environment | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Introduce initial elements of the Inquiry Learning Model that focus on student directed learning. | Yes |
| **KIS 2**  Evidence-based high-impact teaching strategies | Build teacher capacity to implement the Inquiry Learning Model. | Yes |
| **KIS 3**  Empowering students and building school pride | Build teacher and student capacity to implement student determined learning goals. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | While teachers' learning plans have connections with school goals and targets connections with professional learning needs and student progress data require strengthening. A whole school developmentally focused professional learning plan would support the high level collaborative environment and enable individual and collective responsibility for achieving targets. Student survey data (across three surveys) continues to indicate low connectedness of students, especially year 4 and 5 males. While informal processes are in place for collaboration with students, a more formal process would assist in building student agency along with embedding a formal process of student review, based on success criteria. Attendance is addressed continually. While there is extensive follow up on absenteeism, extended holidays and low value attributed to education are matters that impact the data and can provide a somewhat skewed view. Utilising instructive feedback to enable students to develop agency is a rational to consider. | |
| Goal 3 | 3. To enhance a sense of belonging to school, peers and our community | |
| 12 Month Target 3.1 | Targets Panorama Attendance Data End October data has 20+ day absences between 10-15%.  End of November data has 20+ day absences between 15-20%.  End of year data has 20+ day absences less than 25%.  End of June data has 10 day or less absences at 75% or greater.  End of November data has 10 day or less absences at 55% or greater.  Other supporting indicators - Student Survey \*80% or greater positive endorsement for Attitude to Attendance.  \*80% or greater positive endorsement for School Connectedness.  \*80% or greater positive endorsement for Sense of Inclusion.  \*80% or greater positive endorsement for Respect for Diversity  \*80% or greater positive endorsement for Managing Bullying.  \*80% or greater positive endorsement for Advocate at School.  \*80% or greater positive endorsement for Resilience.  \*75% or greater positive endorsement for Classroom Behaviour.  Parent Survey  \*90% or greater positive endorsement for Student Connectedness  \*90% or greater positive endorsement for Confidence and Resiliency Skills  \*90% or greater positive endorsement for Managing Bullying  \*80% or greater positive endorsement for Non-experience of Bullying  \*90% or greater positive endorsement for Promoting Positive Behaviour  \*90% or greater positive endorsement for School Support  \*90% or greater positive endorsement for Teacher Communication  Staff Survey \*70% or greater positive endorsement for all School Staff Safety and Wellbeing elements | |
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| **KIS 3**  Building communities | Build staff, student and community capacity to establish and maintain a school wide culture of care and collective responsibility. | Yes |
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**Define Actions, Outcomes and Activities**

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