

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Woorinen District Primary School**

Year: 2017

School number: 5439

Based on School Strategic Plan:

Endorsement:

Principal **Kristie Bennett**

**February**

Senior Education Improvement Leader **Graeme Scoberg**

Feb

School council **Rebecca Carmichael**

**February**

## Section 1: The school's FISO Improvement Initiatives - summary

Report here the goals identified in the current School Strategic Plan and tick the FISO Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

SCHOOL STRATEGIC PLAN GOALS	FISO IMPROVEMENT PRIORITIES	FISO IMPROVEMENT INITIATIVES	
<p>[Drafting note: Copy and paste goals from School Strategic Plan]</p> <ul style="list-style-type: none"> <li>To sustain continuous improvement in student learning outcomes, especially in Literacy and Numeracy</li> <li>To build on high levels of student engagement in learning and connectedness with their peers, teachers, school and community.</li> <li></li> </ul> <p>[Drafting note: Considering your SSP goals and 2016 performance data – chose one or two FISO improvement initiatives for focus in the 2017 year]</p>		<p>[Drafting note: Considering your SSP goals and 2016 performance data – chose one or two FISO improvement initiatives for focus in the 2017 year]</p>	✓
	<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	

### FISO IMPROVEMENT INITIATIVES RATIONALE:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for 2017. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

### KEY IMPROVEMENT STRATEGIES (KIS)

List Key Improvement Strategies for implementation of the chosen FISO Improvement Initiative/s. This could include existing strategies as well as new ones identified through analysis of data, evaluation of impact, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

FISO IMPROVEMENT INITIATIVE	KEY IMPROVEMENT STRATEGIES(KIS)
<b>Building practice excellence</b>	<ul style="list-style-type: none"> <li>Enhance a whole school approach aligned to the school vision through building staff capacity to work collaboratively in teams both within and across schools</li> <li>Improve the capacity to collect, store and analyse data to inform whole school planning for a differentiated approach to teaching that better meets the individuals learning needs of students.</li> <li></li> </ul>
	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>



## Section 2: FISO Improvement Initiative - detail

The table below is designed to plan for and monitor the FISO 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.

Please note: In 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. Delete dots as appropriate.

Commented [LTR1]: Is this text required?

STRATEGIC PLAN GOALS		To sustain continuous improvement in student learning outcomes, especially in Literacy and Numeracy.						
FISO IMPROVEMENT INITIATIVE		Excellence in teaching and Learning – Building practice excellence.						
STRATEGIC PLAN TARGETS		All students deemed capable to achieve on year's growth for one years learning in Literacy and Numeracy as evidenced by the assessment schedule.						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<b>Enhance a whole school approach aligned to the school vision through building staff capacity to work collaboratively in teams both within and across schools</b>	Through timetabling allow weekly Planning collaboratively within the school from P -2 and 3-6 and whole planning and across the cluster.	All teachers	Internal PD Monday  Team planning Weekly	6 months: 12 months:	● ● ● ● ● ●			
	Leadership to provide professional develop weekly, and develop the capacity of the Instructional leaders to work across the cluster to improve teaching excellence.	All Teachers  Jo – Instructional leader	Cluster planning Monthly  PLC Thursday	6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
	<b>Improve the capacity to collect, store and analyse data to inform whole school planning for a differentiated approach to teaching that better meets the individuals learning needs of students.</b>	Moderation Leadership to ensure we moderate writing using Cold write, reading and maths each term in planning meetings.	All Teachers	Moderation of Writing Termly.	6 months: 12 months:	● ● ● ● ● ●		
6 months: 12 months:					● ● ● ● ● ●			
Explore the use of Sentral to track student progress. Develop a data wall to make a visual display. Develop leaderships capacity to understand data and how we can use it to drive our teaching.		Leadership JO – IL Staff	Monday  PD	6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			



## Section 3: Other FISO Dimensions

This section is for documenting FISO dimensions that schools may be focusing on, in addition to the one or two chosen priority initiatives.

Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
OTHER IMPROVEMENT MODEL DIMENSIONS		[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]						
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. On Demand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
								Estimate
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			



## Section 4: School Self-Evaluation

For the chosen FISO initiatives and dimensions, evaluate against the Continua of practice (link XXXX) and document evidence and analysis.  
For other FISO dimensions include an assessment of the school's status against the continua to assist with the development of the 2018 AIP.

[Drafting Note School self-evaluation section enables schools to continuously collect, monitor and analyse school data about 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 School self-evaluation against the Continua of Practice should be completed as data becomes available]

Commented [LTR2]: Is this a reasonable expectation?

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>				

