**2019 Annual Implementation Plan**

Submitted for review by Matthew Gallagher (School Principal) on 18 December, 2018 at 02:53 PM  
Endorsed by Graham Broadbent (Senior Education Improvement Leader) on 18 December, 2018 at 03:30 PM  
Endorsed by Lisa Meddings (School Council President) on 23 April, 2019 at 11:05 AM

**for improving student outcomes**

Woodlands Primary School (5319)



**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 | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Embedding |
|  | Evidence-based high-impact teaching strategies | Embedding |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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

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

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

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| **Enter your reflective comments** | Strengths: - High level of achievement and growth evident in Mathematics and most parts of English NAPLAN data - Strong sense of collective efficacy amongst staff with a commitment to professional growth - School organizational structure now further promotes excellence in teaching and learning and professional growth - Staff surveys are all trending in a positive direction  - Staff, student and parents are all responsive to change. There is a genuine belief that we live our school motto ‘Be Your Best’ - Developing strong community links, especially at either end of the school with strong transition programs and procedures - Highly motivated staff and students - Parent, student and staff overall satisfaction remains high   Opportunities - Enhance student voice  - Data analysis processes and procedures – more consistency needed - Form consistent planning documentation - Implement a phonics/grammar whole school approach. |
| **Considerations for 2019** | Possible areas of focus - Community connections (local community and parents) including improved communication - Continued high level of achievement in English and Mathematics - Data analysis processes and procedures - Student voice - Consistent whole school planning documentation  - Implementation of Jolly Phonics/ Jolly Grammar school wide |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students. |
| Target 1.1 | Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain to exceed that of similar schools.     The proportion of students in the top two bands (NAPLAN Yr 3 & Yr 5) as detailed in the table below.   |  |  |  |  | | --- | --- | --- | --- | | NAPLAN | Reading | Writing | Numeracy | | Proportion of Year 3 students in top two bands | 55% | 70% | 40% | | Proportion of Year 5 students in top two bands | 40% | 30% | 55% |     The performance and development program will be rated at the level of embedding (FISO) in:   * Seeking feedback * Focus on student learning * Collaboration between teachers * Extending opportunities for professional learning |
| Key Improvement Strategy 1.a Building practice excellence | Create and develop an enrichment program for high achieving students in the areas of Mathematics and English. |
| Key Improvement Strategy 1.b Building practice excellence | Create an environment where teachers and students see 'Challenging Learning' as a form of effective teaching and learning. |
| Key Improvement Strategy 1.c Building practice excellence | Develop leadership and content knowledge of our English and Maths leaders by providing additional release time to work with the Curriculum Coordinator. |
| Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies | Create and use consistent planning documentation to support and explicit teaching and learning approach school wide. |
| Key Improvement Strategy 1.e Evaluating impact on learning | Implement an explicit and systematic approach to teaching spelling and reading comprehension strategies. |
| Goal 2 | To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision ‘Be Your Best’, with a particular focus on building student resilience. |
| Target 2.1 | The Attitude to School Survey to indicate significant improvement as detailed in the table below.   |  |  | | --- | --- | | ATOSS Factor  Target  (Percentile) |  | | Classroom behaviour | 70 | | Student safety (average) | 65 | | Resilience | 65 | | School connectedness | 70 | | Stimulating learning | 60 | | Differentiated Learning | 65 | | Teacher concern | 65 |     The school’s efforts in creating a positive climate for learning (FISO Ver. 5) will be rated at the level of excelling in the following dimensions   * A culture of high expectations * Student safety and wellbeing * Supporting students and managing behaviour |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | Build teacher capacity in the area of Positive Education and implement a school wide Positive Education program. |
| Key Improvement Strategy 2.b Setting expectations and promoting inclusion | Provide all staff, students and parents with targeted workshops run by the Wellbeing Team. |
| Goal 3 | To strengthen parent and carer engagement and involvement through improved communication. |
| Target 3.1 | The annual Parent Opinion Survey to reflect improvement in Parent and Carer engagement and involvement.   |  |  | | --- | --- | | Woodlands Primary School  Overall Results  Framework | % Positive | | General Satisfaction | 90 | | Parent participation and involvement | 80 | | School support | 85 | | Teacher communication | 75 | |
| Key Improvement Strategy 3.a Parents and carers as partners | Implement the effective use of Compass as the main communication method between school and home. |
| Key Improvement Strategy 3.b Parents and carers as partners | Ensure that all year levels hold at least one special event (open afternoon, performance etc) per term that parents are invited to. |

**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. |
| To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students. | Yes | Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain to exceed that of similar schools.     The proportion of students in the top two bands (NAPLAN Yr 3 & Yr 5) as detailed in the table below.   |  |  |  |  | | --- | --- | --- | --- | | NAPLAN | Reading | Writing | Numeracy | | Proportion of Year 3 students in top two bands | 55% | 70% | 40% | | Proportion of Year 5 students in top two bands | 40% | 30% | 55% |     The performance and development program will be rated at the level of embedding (FISO) in:   * Seeking feedback * Focus on student learning * Collaboration between teachers * Extending opportunities for professional learning | 1. The percentage of students in the top two bands of NAPLAN for reading in Year 3 to be at 65% and Year 5 at 40%.  2. Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain (Reading, Writing, Maths) to exceed that of similar schools. |
| To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision ‘Be Your Best’, with a particular focus on building student resilience. | Yes | The Attitude to School Survey to indicate significant improvement as detailed in the table below.   |  |  | | --- | --- | | ATOSS Factor  Target  (Percentile) |  | | Classroom behaviour | 70 | | Student safety (average) | 65 | | Resilience | 65 | | School connectedness | 70 | | Stimulating learning | 60 | | Differentiated Learning | 65 | | Teacher concern | 65 |     The school’s efforts in creating a positive climate for learning (FISO Ver. 5) will be rated at the level of excelling in the following dimensions   * A culture of high expectations * Student safety and wellbeing * Supporting students and managing behaviour | The Attitude to School Survey will reflect continued growing improvements, in particular in the area of student voice and agency. |
| To strengthen parent and carer engagement and involvement through improved communication. | Yes | The annual Parent Opinion Survey to reflect improvement in Parent and Carer engagement and involvement.   |  |  | | --- | --- | | Woodlands Primary School  Overall Results  Framework | % Positive | | General Satisfaction | 90 | | Parent participation and involvement | 80 | | School support | 85 | | Teacher communication | 75 | | The percentage of positive responses in the Parent Opinion Survey for teacher communication to exceed 75% and parent participation and involvement to exceed 80%. |

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| Goal 1 | To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students. | |
| 12 Month Target 1.1 | 1. The percentage of students in the top two bands of NAPLAN for reading in Year 3 to be at 65% and Year 5 at 40%.  2. Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain (Reading, Writing, Maths) to exceed that of similar schools. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Create and develop an enrichment program for high achieving students in the areas of Mathematics and English. | No |
| **KIS 2**  Building practice excellence | Create an environment where teachers and students see 'Challenging Learning' as a form of effective teaching and learning. | No |
| **KIS 3**  Building practice excellence | Develop leadership and content knowledge of our English and Maths leaders by providing additional release time to work with the Curriculum Coordinator. | No |
| **KIS 4**  Evidence-based high-impact teaching strategies | Create and use consistent planning documentation to support and explicit teaching and learning approach school wide. | Yes |
| **KIS 5**  Evaluating impact on learning | Implement an explicit and systematic approach to teaching spelling and reading comprehension strategies. | 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. | After analysing our 2018 NAPLAN data we identified literacy (with a particular focus on our Year 5 reading) as an area that needs improving. Members of our curriculum team thoroughly pulled our NAPLAN data apart and identified key areas within reading that needs to be addressed. As part of this process we also found that explicit teaching within reading was not consistent across the school and needed a high emphasis placed on it.  When reflecting on the self-evaluation, we still believe we are in the embedding stages for this Key Improvement Strategy but have a lot planned to help us move towards the excelling stage. | |
| Goal 2 | To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision ‘Be Your Best’, with a particular focus on building student resilience. | |
| 12 Month Target 2.1 | The Attitude to School Survey will reflect continued growing improvements, in particular in the area of student voice and agency. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | Build teacher capacity in the area of Positive Education and implement a school wide Positive Education program. | Yes |
| **KIS 2**  Setting expectations and promoting inclusion | Provide all staff, students and parents with targeted workshops run by the Wellbeing Team. | No |
| 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. | This year we fully implemented a school wide positive education program called THRIVE. Over the course of the year teachers have trialed the program in their classrooms and have seen many positives as a result (with the Attitudes to School survey results being one of them). Anecdotal evidence suggest that THRIVE is valued school wide and both staff and students are seeing the benefits. It is however acknowledged that staff require more support in building their capacity to deliver the program. We feel we are moving out of the beginning stages but have a lot more room to grow and develop. | |
| Goal 3 | To strengthen parent and carer engagement and involvement through improved communication. | |
| 12 Month Target 3.1 | The percentage of positive responses in the Parent Opinion Survey for teacher communication to exceed 75% and parent participation and involvement to exceed 80%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Parents and carers as partners | Implement the effective use of Compass as the main communication method between school and home. | Yes |
| **KIS 2**  Parents and carers as partners | Ensure that all year levels hold at least one special event (open afternoon, performance etc) per term that parents are invited to. | No |
| 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. | We introduced COMPASS to Woodlands Primary School as the main communication tool at the start of this year (2018). So far we have had 98% of parents sign up. This year we mainly used COMPASS to effectively communicate information with parents and staff and for students reports. More recently we have started to use COMPASS for online payments of school associated fees. The parent opinion survey suggests we are on the right track with communication and procedures, further focus and the introduction of Compass modules will enhance this. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To increase student achievement in the areas of English and Mathematics through improved teaching and learning, with a particular focus on high achieving students. | | | | |
| 12 Month Target 1.1 | 1. The percentage of students in the top two bands of NAPLAN for reading in Year 3 to be at 65% and Year 5 at 40%.  2. Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain (Reading, Writing, Maths) to exceed that of similar schools. | | | | |
| KIS 1 Evidence-based high-impact teaching strategies | Create and use consistent planning documentation to support and explicit teaching and learning approach school wide. | | | | |
| **Actions** | \* The curriculum team to develop consistent planning documentation from Foundation to Year 6 for all teaching staff to follow and implement into their classrooms.  \* Regular review and reflection will be undertaken by the Curriculum Team, making adjustments as required. | | | | |
| **Outcomes** | Leaders will: \* Form a curriculum team to help develop and drive new planning. \* Support curriculum team with additional time allocations, PD and resources to support improvements.   Teachers will:  \* Follow and implement new planners into their teaching and learning. \* Have weekly planning meetings to ensure consistency.  Students will: \* Be provided with more explicit teaching of concepts/topics. \* Gain a greater understanding of concepts/topics resulting with improved outcomes. | | | | |
| **Success Indicators** | \* Teacher's planners \* Professional conversations and PDP reflections \* Essential Reading data | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Form a new curriculum team that includes 4 Learning Specialists and 3 Key Learning Area Coordinators. These staff will be provided with additional release time to support them in their role, | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $85,000.00  🞎 Equity funding will be used |
| Reflect and review whole school literacy and numeracy planning (Curriculum Team will be released out of classroom to review new planners, look at data and forward plan). | | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 Equity funding will be used |
| KIS 2 Evaluating impact on learning | Implement an explicit and systematic approach to teaching spelling and reading comprehension strategies. | | | | |
| **Actions** | \* Introduce new planners with emphasis on explicit teaching \* Each team from 2 to 6 to run a differentiated multi class session once a week \* Introduce a whole school phonics, grammar and spelling program | | | | |
| **Outcomes** | Leaders will: \* Provide opportunities to upskill staff and their knowledge (in particular data analysis) \* Support Curriculum Team and staff with changes/improvements  \* Review teacher judgement compared to NAPLAN results and work with staff to close the gap  Teachers will: \* Plan and prepare lessons as a team using data to allow point of need teaching  \* Provide rich learning opportunities for students \* Implement whole school changes/improvements into their teaching and learning \* Allocate time to prepare for NAPLAN, using prior data to focus on individual needs  Students will: \* Participate in reading lessons and NAPLAN preparation  \* Try their best when completing NAPLAN | | | | |
| **Success Indicators** | \* NAPLAN \* Teacher's professional judgements | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Release curriculum team members each fortnight to support other teaching staff within their teams (employment of one part time staff member to release curriculum team teachers). | | 🗹 KLA Leader  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $45,000.00  🞎 Equity funding will be used |
| Implement Jolly Phonics/Grammar, a whole school phonics, grammar and spelling approach. | | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 Equity funding will be used |
| NAPLAN Data reflection and review. | | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 2  to: Term 3 | $5,000.00  🞎 Equity funding will be used |
| Goal 2 | To develop students who are self-motivated, engaged and confident learners and able to live up to the school vision ‘Be Your Best’, with a particular focus on building student resilience. | | | | |
| 12 Month Target 2.1 | The Attitude to School Survey will reflect continued growing improvements, in particular in the area of student voice and agency. | | | | |
| KIS 1 Setting expectations and promoting inclusion | Build teacher capacity in the area of Positive Education and implement a school wide Positive Education program. | | | | |
| **Actions** | \* Continue to grow and develop our Positive Education Program 'THRIVE'. \* Use our Inquiry Units to provide project-based and interest-based learning where students have some ability to shape the driving question, the process, and the work product. \* Undertake training by Peninsula Health to introduce Student Health Ambassadors who will lead health promotion initiatives across the school.  \* Continue the Play Leader initiative and train new students to lead games at lunch and ensure that the yard is a safe and inclusive space for all | | | | |
| **Outcomes** | Leaders will: \* Provide continued PD on THRIVE \* Our Inquiry Coordinator will support all teachers with Inquiry teaching and learning.   Teachers will: \* Implement THRIVE into their classrooms on a weekly basis. \* Provide learning opportunities that allow a place for student voice and agency.   Students will: \* Develop a stronger sense of student voice and agency. \* Participate in our THRIVE program. | | | | |
| **Success Indicators** | \* Attitude to School Survey  \* Kids Matter data  \* THRIVE data that Sarah collects | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Reflect and review our Inquiry planners and THRIVE program. | | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $2,000.00  🞎 Equity funding will be used |
| Reflect and review our Inquiry planners and THRIVE program. | | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 3  to: Term 4 | $2,000.00  🞎 Equity funding will be used |
| Goal 3 | To strengthen parent and carer engagement and involvement through improved communication. | | | | |
| 12 Month Target 3.1 | The percentage of positive responses in the Parent Opinion Survey for teacher communication to exceed 75% and parent participation and involvement to exceed 80%. | | | | |
| KIS 1 Parents and carers as partners | Implement the effective use of Compass as the main communication method between school and home. | | | | |
| **Actions** | \* We will encourage teachers to make regular contact with parents each term to give an update on their child. \* We will continue to run open afternoon sessions for each year level each term and parent information/learning sessions. Parent will also be encourage to be attend any extra curriculum activities Woodlands run.  \* COMPASS will continue to be used as our main method of non-verbal communication. Additional uses of COMPASS will be added throughout the year. | | | | |
| **Outcomes** | Leaders will: \* Encourage teachers to use various communication platforms (Seesaw, Compass, Phone, Email) to communicate with parents. \* Provide PD for the use of COMPASS \* Attend open afternoon sessions \* Run information/learning sessions  Teacher will: \* Plan and prepare open afternoon sessions and track attendance (target hard to reach families) \* Attend COMPASS PD sessions \* Communicate regularly with parents | | | | |
| **Success Indicators** | \* Parent Opinion Survey | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| COMPASS PD - PD sessions will be ran as we release more modules as well as refresher sessions for those that need it. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $0.00 | $0.00 |
| Additional Equity funding | $96,771.00 | $48,157.20 |
| **Grand Total** | $96,771.00 | $48,157.20 |

Activities and Milestones

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| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Employment of a psychologist to oversee our student wellbeing programs and procedures | from: Term 1  to: Term 4 | 🗹 School-based staffing | $96,771.00 | $48,157.20 |
| **Totals** | | | $96,771.00 | $48,157.20 |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Release curriculum team members each fortnight to support other teaching staff within their teams (employment of one part time staff member to release curriculum team teachers). | 🗹 KLA Leader  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Leadership partners  🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Implement Jolly Phonics/Grammar, a whole school phonics, grammar and spelling approach. | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Literacy expertise  🗹 Leadership partners  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| NAPLAN Data reflection and review. | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader  🗹 Learning Specialist(s) | from: Term 2  to: Term 3 | 🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise  🗹 Internal staff  🗹 Bastow program/course  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 Maths/Sci Specialist | 🗹 On-site |
| COMPASS PD - PD sessions will be ran as we release more modules as well as refresher sessions for those that need it. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |