2020 Annual Implementation Plan

for improving student outcomes

Woodlands Primary School (5319)

Submitted for review by Matthew Gallagher (School Principal) on 22 November, 2019 at 08:27 AM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 23 December, 2019 at 01:50 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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	Embedding moving towards Excelling

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

Enter your reflective comments	Strengths: - High level of achievement and growth evident in Mathematics and 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
Considerations for 2020	Possible areas of focus - Student absence data

	- Continued high level of achievement in English and Mathematics - Data analysis processes and procedures - Explicit Teaching - Extension Tasks - Consistent whole school planning documentation - Continue the implementation of Jolly Phonics/ Jolly Grammar school wide
Documents that support this plan	

SSP Goals Targets and KIS

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. *(see table below)* 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	Create and develop an enrichment program for high achieving students in the areas of Mathematics and English.

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%

Building practice excellence	
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.
Key Improvement Strategy 1.f Curriculum planning and assessment	Refine planning documentation to include extension outcomes and tasks.
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. *(see 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.
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Promote the importance of good attendance throughout the school community.
Key Improvement Strategy 2.d Setting expectations and promoting inclusion	Develop protocols for following up absences with families
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

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 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.	The proportion of students in the top two bands (NAPLAN Yr 3 & Yr 5) as detailed below: Year 3 Reading: 55% Writing: 75% Numeracy: 60% Year 5 Reading: 45% Writing: 30% Numeracy: 55%

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

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.	For the school wide average student absence total to come down to 14 per student in 2020.

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

- Extending opportunities for professional learning

To strengthen parent and carer engagement and involvement through improved communication.	No	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

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	The proportion of students in the top two bands (NAPLAN Yr 3 & Yr 5) as detailed below: Year 3 Reading: 55% Writing: 75% Numeracy: 60% Year 5 Reading: 45% Writing: 30% Numeracy: 55%	
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.	No
KIS 5 Evaluating impact on learning	Implement an explicit and systematic approach to teaching spelling and reading comprehension strategies.	Yes
KIS 6 Curriculum planning and assessment	Refine planning documentation to include extension outcomes and tasks.	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.	KIS 5 was a new initiative introduced in 2019. Further time is needed for teachers to refine their practice in this area. Midyear reporting and NAPLAN data indicated a lift in results for reading, writing and spelling and grammar. Feedback from teachers indicates they need further time for sustained success. KIS 6 is required as an addition to the consistent planning documentation school wide to support staff in catering for our high achieving students.	
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	For the school wide average student absence total to come down to 14 per student in 2020.	
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.	No
KIS 2 Setting expectations and promoting inclusion	Provide all staff, students and parents with targeted workshops run by the Wellbeing Team.	No
KIS 3 Setting expectations and promoting inclusion	Promote the importance of good attendance throughout the school community.	Yes
KIS 4 Setting expectations and promoting inclusion	Develop protocols for following up absences with families	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.	Student attendance has been on the decline at Woodlands for the last few years. In order for us to promote students who are self-motivated, engaged and confident learners we need them to attend school.	

Define Actions, Outcomes and Activities

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	The proportion of students in the top two bands (NAPLAN Yr 3 & Yr 5) as detailed below: Year 3 Reading: 55% Writing: 75% Numeracy: 60% Year 5 Reading: 45% Writing: 30% Numeracy: 55%
KIS 1 Evaluating impact on learning	Implement an explicit and systematic approach to teaching spelling and reading comprehension strategies.
Actions	Consolidate the successful implementation of the Jolly Phonics/Grammar schoolwide
Outcomes	Leaders will: - Provide professional learning opportunities to further upskill staff in their delivery of the program. - Support staff in undertaking data analysis. - Create a structure that allows time for Curriculum Leaders model exemplary practice for staff and provide feedback on teaching. Teachers will: - Use multiple sources of evidence to track student growth - Engage in professional learning, reflect on their practice and refine their approach where necessary. - Work with Curriculum Leaders by engaging in the Peer Observation Program. Students will: - Participate in daily literacy sessions with a focus on systematic synthetic phonics. - Develop a deeper understanding of the English language.

Success Indicators	Leaders: - Staff meeting schedule to reflect professional learning sessions and data analysis. - Googledoc tracking staff observations and feedback sessions with curriculum leaders. Teachers: - Planning documentation and assessment data. - Meeting minutes to reflect analysis of data. Students: - Whole school assessment data - NAPLAN

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Key staff to plan and deliver professional learning sessions	☑ Learning Specialist(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Create a structure that allows for Curriculum leaders to observe staff and give feedback on practice	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$14,000.00 ☐ Equity funding will be used
Analyse whole school data to determine the effectiveness of the program.	☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
KIS 2 Curriculum planning and assessment	Refine planning documentation to include extension outcomes and tasks.			

Actions	Develop consistent whole school planning documentation that support classroom teachers to further extend high performing students.
Outcomes	Leaders will: - Communicate clear expectations about year level planners - Use multiple sources of evidence to track the effectiveness of the teaching and learning program Teachers will: - Work with members from other teams to effectively create planners - Engage in regular conversations about student learning - Evaluate the effectiveness of planners at the end of each term - Better cater for high achieving students Students will: - Complete assessments to provide teachers with information about their learning - Complete work designed for their point of need and above
Success Indicators	Leaders: - Observations or evidence related to whole school planning documentation - PDP reflections Teachers: - Planning documentation and assessment data. - Meeting minutes to reflect analysis of data. Students: - Whole school assessment data - NAPLAN

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Team to audit and adjust whole school planners.	☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☐ PLP Priority	from: Term 1	$0.00

	☑ Learning Specialist(s)		to: Term 4	☐ Equity funding will be used
Year level teams to add extension tasks to weekly planners.	☑ Teacher(s) ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Analyse whole school data to ensure we are extending all students	☑ Leadership Team ☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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	For the school wide average student absence total to come down to 14 per student in 2020.
KIS 1 Setting expectations and promoting inclusion	Promote the importance of good attendance throughout the school community.
Actions	Identify/develop opportunities to improve the attendance data of students at Woodlands Primary School.
Outcomes	Leaders will: - Promote and maintain high levels of attendance through whole school strategies. - Regularly monitor attendance patterns to identify patterns that may show a student or group that is at risk of disengaging. - Consider student and family circumstances that may explain patterns of poor attendance and look at specific support. Teachers will: - Get to know their students – positive relationships with teachers are a significant factor in student engagement. - Build positive relationships with parents to assist in improving student attendance. - Ensure parents are contacted as soon as possible following a student absence student absence.

	Parents/Students will: - Advise the school when their child/children will be absent. - Try avoid taking a holiday during school terms. - Be proactive in sending their child/children to school everyday.
Success Indicators	Leaders: - CASES21 & Compass attendance data - Panorama attendance data Teachers: - COMPASS roll

Activities and Milestones	Who	Is this a PL Priority	When	Budget
School leadership to implement data-driven attendance improvement strategies – monitor and analyse student attendance records and use tools for early identification of students at-risk of poor attendance.	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Equity funding will be used
Regularly discuss student attendance in staff meetings and in staff performance and development plans so that trends and students at risk can be identified. Reiterate to staff the importance of accurate and prompt roll marking.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Conduct information sessions for parents on how to address issues such as school refusal and separation anxiety problems.	☑ Principal ☑ School Leadership Team ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Setting expectations and promoting inclusion	Develop protocols for following up absences with families
Actions	Develop protocols and expectations for school staff to follow up absences.
Outcomes	Leaders will: - Outline expectations clearly for staff to follow up absences. - Follow up chronic absenteeism with parents. Teachers will: - Make regular contact with parents when there are attendance concerns. - Liaise with the School Leadership Team when there are concerns regarding a students attendance. - Ensure parents are contacted as soon as possible following a student absence student absence. Parents/Students will: - Advise the school when their child/children will be absent. - Contact the school if there are any issues that prevent their child from attending school.
Success Indicators	Leaders: - CASES21 & Compass attendance data - Panorama attendance data Teachers: - COMPASS roll

Activities and Milestones	Who	Is this a PL Priority	When	Budget
School Leadership Team to develop protocols for staff to follow when student absence occurs. Communicate these to all staff at the beginning of the year.	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Regularly analyse attendance data throughout the year and contact parents and/or make adjustments where necessary.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Promote the importance of positive attendance in the school community (Compass, newsletter etc.)	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$0.00	0.00
Additional Equity funding	$96,653.63	$53,562.10
Grand Total	**$96,653.63**	**$53,562.10**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
School leadership to implement data-driven attendance improvement strategies – monitor and analyse student attendance records and use tools for early identification of students at-risk of poor attendance.	from: Term 1 to: Term 4		$0.00	
Totals			**$0.00**	

Additional Equity spend

Outline here any additional Equity spend for 2020	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		$96,653.63	$53,562.10
Totals			**$96,653.63**	**$53,562.10**

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Key staff to plan and deliver professional learning sessions	☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Leadership partners ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Create a structure that allows for Curriculum leaders to observe staff and give feedback on practice	☑ Leadership Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Leadership partners ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site