

## Annual Implementation Plan: for Improving Student Outcomes

School name: Moonee Ponds West Primary School

School number: 2901

Year: 2017

Based on strategic plan: 2015-2018

Endorsement:

Principal: Jeff Lyon

March 27 2017

Senior Education Improvement Leader: Mona Malouf

School council: Louise Evans (Vice President)

March 27 2017

## Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals	
<ul style="list-style-type: none"> <li>To improve the learning and achievement outcomes for each and every student across the school.</li> <li>To deepen and strengthen students' sense of connectedness to school and peers.</li> <li>To promote a stronger sense of engagement in students learning.</li> <li>To improve student connectedness to their learning across the school.</li> </ul>	

Improvement Priorities	Improvement Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Improvement Initiatives rationale:	
<p>The reasons for selecting the above initiatives are:</p> <ul style="list-style-type: none"> <li>• The school’s achievement data indicates the relative growth from grade 3 to 5 (NAPLAN Numeracy) is below the results for primary schools with similar characteristics</li> <li>• The school’s achievement data indicates the relative growth from grade 3 to 5 (NAPLAN Reading and Writing) is above the results for primary schools with similar characteristics</li> <li>• There is a significant cohort of students achieving above the expected standard in the middle years, grade 3 - 6.</li> <li>• There has been a reduction in a number of measures (including Classroom Behaviour) on the Student Attitude to School Survey</li> </ul> <p>There is a demonstrable need to ensure there are improved opportunities for improvements in Student Learning and Wellbeing at Moonee Ponds West Primary (refer to Appendices 1 &amp; 2).</p> <p>To support improvements in the capacity of staff in their knowledge and practice of teaching and to address, enhance and enable students’ development of strong critical and creative thinking skills, and enhance the wellbeing (happiness, healthiness and resilience) of each and every child, the Improvement Initiatives for 2017 are:</p> <ul style="list-style-type: none"> <li>• <b>Building practice excellence</b></li> <li>• <b>Empowering students and building school pride</b></li> </ul>	
Key improvement strategies (KIS)	
Improvement initiative:	Key improvement strategies (KIS)
<b>Building Practice excellence</b>	<ul style="list-style-type: none"> <li>• Identify, consolidate and embed a whole school pedagogy and learning framework which is articulated by an agreed language and consistent day to day practices</li> <li>• Continue to improve and refine differentiated approaches to teaching and learning – the way the school extends and supports all students’ learning and achievement</li> <li>• Develop strategies to extend higher achieving students and improve performance in the top two bands of NAPLAN</li> <li>• Further develop moderation schedule and practices to ensure that teacher judgments are consistent across all levels</li> <li>• Continue to build the capability of teachers and leaders through development of their capacity to embed in their practice a repertoire of knowledge and skills</li> <li>• Evaluate, review and develop curriculum programs to engage all students in their learning</li> </ul>

	<ul style="list-style-type: none"><li>• Build staff professionalism, collegiality and trust in colleagues</li></ul>
<b>Empowering student and building school pride.</b>	<ul style="list-style-type: none"><li>• Further develop the comprehensive, school wide approach for social and emotional wellbeing.</li><li>• Increase opportunities and involvement for student voice and participation in student decision-making and goal setting</li><li>• Improve communication within the school and between the school and community</li><li>• Further enhance and build the culture of the school</li></ul>

## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		To improve the learning and achievement outcomes for each and every student across the school.						
<b>IMPROVEMENT INITIATIVE</b>		<b>Building Practice excellence</b>						
<b>STRATEGIC PLAN TARGETS</b>		Refer to Appendix 1						
<b>12 MONTH TARGETS</b>		Refer to Appendix 2						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Identify, consolidate and embed a whole school pedagogy and learning framework which is articulated by an agreed language and consistent day to day practices	Implement Action Team Action Plans for: <ul style="list-style-type: none"> <li>Inquiry, Mathematics &amp; English,</li> </ul> Implement Action Plans for: <ul style="list-style-type: none"> <li>PSD and Student Welfare &amp; Learning Support               <ul style="list-style-type: none"> <li>* Develop Reasonable Adjustment Guidelines</li> <li>* Inclusion                   <ul style="list-style-type: none"> <li>* Support for students with Additional Needs</li> <li>* Support for parents</li> <li>* Capacity building for staff</li> </ul> </li> </ul> </li> </ul>	Action Teams & Working Group	End T4	<b>6 months:</b> Inquiry, Mathematics, English, PSD and Student Welfare & Learning Support Action Plans developed and implemented			\$62000	
				<b>12 months:</b> Inquiry, Mathematics, English, PSD and Student Welfare Action & Learning Support Action Plans completed  Improvement in NAPLAN data: <ul style="list-style-type: none"> <li>Increased percentage of students in the top 2 bands               <ul style="list-style-type: none"> <li>Reading, Writing &amp; Numeracy</li> </ul> </li> <li>Decreased percentage of students in the bottom 2 bands               <ul style="list-style-type: none"> <li>Reading, Writing &amp; Numeracy</li> </ul> </li> </ul>				
Further develop moderation schedule and practices to ensure that teacher judgments are consistent across all levels Continue to improve and refine differentiated approaches to teaching and learning – the way the school extends and supports all students' learning and achievement	Further develop and refine Assessment & Moderation schedules for F-6  All Student Achievement Data entered on Accelerus Student Achievement Data from accurate teacher judgements will be used by teams to inform best practice in the differentiation of explicit teaching practices  Refine Reporting to Parents timeline and processes	Curriculum Leader/Working Groups/Teams	End T4	<b>6 months:</b> Assessment, Moderation & Reporting schedule implemented Intra & Inter team moderation of student work Reporting to Parents utilising the Victorian Curriculum				
				<b>12 months:</b> Assessment, Moderation & Reporting practice Action Plans developed Consistency in F-6 Teacher Judgement data Reporting to Parents utilising the Victorian Curriculum				
Continue to build the capability of teachers and leaders through development of their capacity to embed in their practice a repertoire of knowledge and skills	Refine model of Coaching of staff in English and Mathematics to build the capacity of staff across whole of school according to a needs analysis via the PDP process Fund professional learning for staff, including a focus on extension of higher achieving students	All Staff  English & Maths Coaches/Consultants	End T4	<b>6 months:</b> Staff coached in English and Mathematics (weekly) Classroom teachers have a goal in their current PDP around effective implementation of the instructional model All Staff have developed their PDP's and have indicated their Professional Learning needs  Data analysis is an ongoing item in Action Team meetings in order to plan for differentiated teaching and learning (including in Literacy & Numeracy)  Staff Opinion Survey Staff Trust in Colleagues <ul style="list-style-type: none"> <li>From 64.37 (2016) to 70.0 (State 81.80)</li> </ul> Teacher Collaboration <ul style="list-style-type: none"> <li>From 70.05 (2016) to 75.0 (State 76.14)</li> </ul>				
				<b>12 months:</b> English and Mathematics coaching of staff implemented according to needs analysis via the PDP process Targets and goals have been met at the end-cycle of the PDPs Professional Learning in the extension of higher achieving students				

				implemented All staff have participated in professional learning based on a program of professional learning developed in accordance with professional learning needs outlined in the PDP and aligned with whole school goals				
Evaluate, review and develop curriculum programs to engage all students in their learning	<ul style="list-style-type: none"> <li>Audit to identify gaps in implementation of Victorian Curriculum)</li> <li>Review &amp; Refine school Policies (refer to policy review schedule for 2017)</li> </ul>	Curriculum Coordinator/Action Teams & Working Groups  Action Teams & Working Groups	End T4	<b>6 months:</b> Implementation of curriculum audits Policy review schedule on track				
			End T4	<b>12 months:</b> Curriculum reviewed and alignment with Victorian Curriculum achieved Attitude to School Survey data at or above state measures <ul style="list-style-type: none"> <li>Stimulating Learning (2016: School 3.97/State 4.09)</li> </ul> School Policy Schedule reviewed				
Build staff professionalism, collegiality and trust in colleagues	<ul style="list-style-type: none"> <li>Implement school Organisation Design that meets the current and emerging needs of the school</li> </ul>	Leadership team, School Improvement Team & all staff	End T2	<b>6 months:</b> Documented Organisation Design, Clear Role Descriptions, including roles, responsibilities and reporting relationships			\$5000	
				<b>12 months:</b> Staff understand and adhere to requirements of Organisation Design, Clear Role Descriptions, including roles, responsibilities and reporting relationships Staff Opinion Survey data <ul style="list-style-type: none"> <li>From 70.05 (2016) to 75.0 (State 76.14)</li> </ul>				

## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To deepen and strengthen students’ sense of connectedness to school and peers. To promote a stronger sense of engagement in students learning. To improve student connectedness to their learning across the school.						
IMPROVEMENT INITIATIVE		<b>Empowering students and building school pride.</b>						
STRATEGIC PLAN TARGETS		Refer to Appendix 1						
12 MONTH TARGETS		Refer to Appendix 2						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Further develop the comprehensive, school wide approach for social and emotional wellbeing  Increase opportunities and involvement for student voice and participation in student decision-making and goal setting.	<ul style="list-style-type: none"> <li>Implement the Student Wellbeing and Engagement Action Plan <ul style="list-style-type: none"> <li>Kidsmatter framework implemented</li> <li>Restorative Practices Professional learning and workshops for</li> <li>Rights &amp; Responsibilities</li> <li>Policy Review &amp; Update</li> </ul> </li> </ul>	Student Wellbeing Action Team & all staff	T 1-4	<b>6 months:</b> Student Wellbeing and Engagement Action Plan implemented <ul style="list-style-type: none"> <li>Restorative Practices adopted and evident <ul style="list-style-type: none"> <li>All staff have participated in Restorative Practices workshops</li> <li>Community workshop held</li> </ul> </li> <li>Rights &amp; Responsibilities process undertaken</li> </ul> Student Wellbeing and Engagement Action Plan implemented (KidsMatter framework) <ul style="list-style-type: none"> <li>JSC &amp; Green Team</li> <li>Professional Learning</li> <li>Information evening</li> <li>Surveys</li> </ul>			\$23000	
				<b>12 months:</b> Student Wellbeing and Engagement Action Plan reviewed and updated <ul style="list-style-type: none"> <li>Policy Reviewed &amp; Updated</li> </ul> Attitude to School Survey data at or above state measures <ul style="list-style-type: none"> <li>Student Morale (2016: School 5.67/State 5.69)</li> <li>Student Motivation (2016: School 4.52/State 4.55)</li> </ul>				
Improve communication within the school and between the school and community	<ul style="list-style-type: none"> <li>Implement the Communication Action Plan developed from the work of the Communication Action Team and Communication Review <ul style="list-style-type: none"> <li>Review, update and communicate the Complaints and Concerns Policy</li> </ul> </li> </ul>	Communication Action Team, students, staff and community	T 1-4	<b>6 months:</b> Communication Action Plan implemented Review, update and successfully communicate the Complaints and Concerns Policy to all stakeholders			\$5000	

				<b>12 months:</b> Communication Action Plan reviewed Attitude to School Survey at or above state measures Staff Opinion Survey data at or above state measures <ul style="list-style-type: none"> <li>Teacher Collaboration (2016: School 70.05/State 76.14)</li> </ul> Parent Opinion Survey at or above state measures <ul style="list-style-type: none"> <li>General Satisfaction (2016: School 5.27/State 5.84)</li> </ul>				
Further enhance and build the culture of the school	<ul style="list-style-type: none"> <li>Undertake Self Evaluation of:               <ul style="list-style-type: none"> <li>Vision &amp; Values</li> <li>Practice &amp; Performance</li> </ul> </li> </ul>	School Improvement Team, Leadership team, students, staff and community	T 1-4	<b>6 months:</b> Self Evaluation of Vision & Values and Practice & Performance commenced  <b>12 months:</b> Self Evaluation of Vision & Values and Practice & Performance completed School Vision and Values agreed, documented and embedded Practice & Performance evaluated, documented and embedded			\$8000	

## Section 4: Annual Self-Evaluation

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>	Yes	Emerging	
	<b>Curriculum planning and assessment</b>	No	Emerging	
	Evidence-based high impact teaching strategies	No	Emerging	
	Evaluating impact on learning	No	Emerging	
Professional leadership	<b>Building leadership teams</b>	No	Emerging	
	Instructional and shared leadership	No	Emerging	
	Strategic resource management	No	Emerging	
	Vision, values and culture	No	Emerging	
Positive climate for learning	<b>Empowering students and building school pride</b>	Yes	Emerging	
	<b>Setting expectations and promoting inclusion</b>	No	Emerging	
	Health and wellbeing	No	Emerging	
	Intellectual engagement and self-awareness	No	Emerging	
Community engagement in learning	<b>Building communities</b>	No	Emerging	
	Global citizenship	No	Emerging	
	Networks with schools, services and agencies	No	Emerging	
	Parents and carers as partners	No	Emerging	
Next Steps:				



Appendix 1:

STRATEGIC PLAN TARGETS

Levels of Student Learning

End of year teacher judgement [4 year aggregated mean]  
English

AusVELS for Years F – 2

- Reading, Writing & Speaking & Listening
  - From 81% to **90%** of students deemed capable performing *at or above* expected level
- Reading
  - From 25% to **40%** of students deemed capable performing *above* expected level
- Writing
  - From 35% to **50%** of students deemed capable performing *above* expected level
- Speaking & Listening
  - From 20% to **40%** of students deemed capable performing *above* expected level

AusVELS for Years 3 – 6

English

- Reading, Writing & Speaking & Listening
  - From 83% to **90%** of students deemed capable performing *at or above* expected level
  - From 44% to **60%** of students deemed capable performing *above* expected level

Mathematics

- AusVELS for Years F – 6
  - From 84% to **90%** of students deemed capable performing *at or above* expected level
  - From 45% to **60%** of students deemed capable performing *above* expected level

NAPLAN

Year 3

- Reading
  - From 93% to **100%** of students deemed capable *at or above* expected level (Band 3+)
  - From 85% to **90%** of students deemed capable *above* expected level (Band 4+)
- Writing
  - From 94% to **100%** of students deemed capable *at or above* expected level (Band 3+)
  - From 78% to **90%** of students deemed capable *above* expected level (Band 4+)
- Spelling
  - From 92% to **100%** of students deemed capable *at or above* expected level (Band 3+)
  - From 76% to **90%** of students deemed capable *above* expected level (Band 4+)
- Grammar & Punctuation
  - From 91% to **100%** of students deemed capable *at or above* expected level (Band 3+)
  - From 81% to **90%** of students deemed capable *above* expected level (Band 4+)
- Numeracy
  - From 85% to **95%** of students deemed capable *at or above* expected level (Band 3+)
  - From 79% to **90%** of students deemed capable *above* expected level (Band 4+)

Year 5

- Reading
  - From 93% to **100%** of students deemed capable *at or above* expected level (Band 5+)
  - From 73% to **90%** of students deemed capable *above* expected level (Band 6+)
- Writing
  - From 90% to **100%** of students deemed capable *at or above* expected level (Band 5+)
  - From 52% to **70%** of students deemed capable *above* expected level (Band 6+)
- Spelling
  - From 94% to **100%** of students deemed capable *at or above* expected level (Band 5+)
  - From 75% to **90%** of students deemed capable *above* expected level (Band 6+)
- Grammar & Punctuation
  - From 92% to **100%** of students deemed capable *at or above* expected level (Band 5+)
  - From 73% to **90%** of students deemed capable *above* expected level (Band 6+)
- Numeracy
  - From 95% to **100%** of students deemed capable *at or above* expected level (Band 5+)

Growth in Student Learning

NAPLAN

NAPLAN relative growth (low category) to be **at or below 10%** in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy  
Maintain all measures on the student attitudes to school survey to be at the state level or higher for all cohorts over the life of the strategic plan.

Student Attitudes to School Survey	MPW 2014	State 2014
Classroom Behaviour	4.13	3.40
Connectedness to Peers	4.54	4.34
Student Safety	4.68	4.40
Student Distress	6.34	5.94
Student Morale	5.94	5.75
Learning Confidence	4.43	4.14
School Connectedness	4.53	4.39
Stimulating Learning	4.48	4.16
Student Motivation	4.63	4.58
Teacher Effectiveness	4.67	4.44
Teacher Empathy	4.69	4.45

Increase the student safety measure on the Parent Opinion Survey to be at state level or higher over the life of the strategic plan.

Parent Opinion Survey

Student Safety

- 2014 mean 5.45 (State Mean 5.39)

Further develop a sustainable and equitable plan for the future that supports the philosophy of the school.

Staff Opinion Survey

Staff Trust in Colleagues

- From 422 (2014 Whole School Mean) to **523** (2014 All Primary School's Mean)

Teacher Collaboration

- From 416 (2014 Whole School Mean) to **526** (2014 All Primary School's Mean)

	○ From 77% to <b>90%</b> of students deemed capable <b>above</b> expected level (Band 6+)	
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Appendix 2:

12 MONTH TARGETS

Levels of Student Learning

End of year teacher judgement (2017)  
English

AusVELS for Years F – 2

- Reading, Writing & Speaking & Listening
  - From 95.4% to **97%** of students deemed capable performing **at or above** expected level
- Reading
  - From 47% to **50%** of students deemed capable performing **above** expected level
- Writing
  - From 31% to **50%** of students deemed capable performing **above** expected level
- Speaking & Listening
  - From 16% to **40%** of students deemed capable performing **above** expected level

AusVELS for Years 3 – 6

English

- Reading, Writing & Speaking & Listening
  - From 89% to **92%** of students deemed capable performing **at or above** expected level
  - From 37% to **50%** of students deemed capable performing **above** expected level

Mathematics

- AusVELS for Years F – 6
  - From 94% to **97%** of students deemed capable performing **at or above** expected level
  - From 26% to **40%** of students deemed capable performing **above** expected level

NAPLAN

Year 3

- Reading
  - From 96% to **100%** of students deemed capable **at or above** expected level (Band 3+)
  - From 76% to **80%** of students deemed capable **above** expected level (Band 4+)
- Writing
  - From 100% to **100%** of students deemed capable **at or above** expected level (Band 3+)
  - From 81% to **90%** of students deemed capable **above** expected level (Band 4+)
- Spelling
  - From 98% to **100%** of students deemed capable **at or above** expected level (Band 3+)
  - From 82% to **90%** of students deemed capable **above** expected level (Band 4+)
- Grammar & Punctuation
  - From 95% to **100%** of students deemed capable **at or above** expected level (Band 3+)
  - From 82% to **90%** of students deemed capable **above** expected level (Band 4+)
- Numeracy
  - From 99% to **100%** of students deemed capable **at or above** expected level (Band 3+)
  - From 71% to **90%** of students deemed capable **above** expected level (Band 4+)

Year 5

- Reading
  - From 90% to **100%** of students deemed capable **at or above** expected level (Band 5+)
  - From 74% to **90%** of students deemed capable **above** expected level (Band 6+)
- Writing
  - From 91% to **100%** of students deemed capable **at or above** expected level (Band 5+)
  - From 79% to **90%** of students deemed capable **above** expected level (Band 6+)
- Spelling
  - From 91% to **100%** of students deemed capable **at or above** expected level (Band 5+)
  - From 79% to **90%** of students deemed capable **above** expected level (Band 6+)
- Grammar & Punctuation
  - From 83% to **90%** of students deemed capable **at or above** expected level (Band 5+)
  - From 64% to **80%** of students deemed capable **above** expected level (Band 6+)
- Numeracy
  - From 94% to **100%** of students deemed capable **at or above** expected level (Band 5+)
  - From 64% to **80%** of students deemed capable **above** expected level (Band 6+)

The school will have systems in place to ensure that teachers continue to develop their differentiation and extensions for high achieving students.

Growth in Student Learning

NAPLAN

NAPLAN relative growth (low category) to be **at or below 15%** in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy

Student Attitudes to School Survey

All measures on the student attitudes to school survey at the state level or higher to be sustained. Classroom Behaviour/Student Safety/Student Distress/Student Morale/Stimulating Learning/Student Motivation/Teacher Effectiveness & Teacher Empathy to be at the state level or higher.

Student Attitudes to School Survey	MPW 2016	State 2016
Classroom Behaviour	3.01	3.36
Connectedness to Peers	4.33	4.31
Student Safety	4.20	4.35
Student Distress	5.89	5.91
Student Morale	5.67	5.69
Learning Confidence	4.23	4.13
School Connectedness	4.37	4.36
Stimulating Learning	3.97	4.09
Student Motivation	4.52	4.55
Teacher Effectiveness	4.23	4.38
Teacher Empathy	4.29	4.41

Parent Opinion Survey

All factors measured in the Parent Opinion Survey to *remain at or above the state mean*.

School Improvement

- From 4.89 (2016) to 5.62 (State Mean 5.62)

Reporting

- From 4.98 (2016) to 5.52 (State Mean 5.52)

The school will have an effective communication strategy including an incident and complaints management system designed to fully resolve issues at the local level without need for escalation.

Staff Opinion Survey

Staff Trust in Colleagues

- From 64.37 (2016) to 70.0 (State Mean 81.80)

Teacher Collaboration

- From 70.05 (2016) to 75.0 (State Mean 76.14)