

2018 Annual Implementation Plan

for improving student outcomes

Werrimull P-12 School (6257)



Submitted for review by Erin Fush (School Principal) on 17 November, 2017 at 11:40 AM

Endorsed by Andrew Ough (Senior Education Improvement Leader) on 14 December, 2017 at 01:38 PM

Endorsed by Nigel Charles (School Council President) on 23 March, 2018 at 11:12 AM

Self-evaluation Summary - 2018

	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	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	See the 2017 AIP document attached
Considerations for 2018	Excellence in teaching and learning FISO
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve the learning growth and outcomes of all students in Literacy and Numeracy.	NAPLAN learning growth by domain (year 3- 5/5-7/7-9) 50% to be in medium/high for writing and numeracy VCE study scores to be 30+ in English and 30+ as the median of all areas of study. 50% of students to be in bands 4/5/6 in reading and numeracy in NAPLAN	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. NAPLAN learning growth by domain 50% to be in medium/high for writing and numeracy VCE study score to be 30+ in English and all other areas of study	Building practice excellence
To provide a stimulating learning environment and sense of confidence in our students years 7 - 12	To increase the years 7-12 Stimulated Learning from percentile 2.2 to at least percentile 15 on the ATSS To increase the years 7-12 Motivation and interest percentile from 8.1 to at least 15 on the ATSS.	No		
To improve student sense of connectedness with the school and their community.	To increase motivation and interest on the ATSS from 8.1 percentile to at least 15 percentile. To increase sense of connectedness on the ATSS from 20 percentile to at least 35 percentile.	Yes	To have 50% of the teaching staff had one cycle of Growth Coaching	Empowering students and building school pride

Improvement Initiatives Rationale

After the self evaluation it is evident that the school needs to do more work on building practice excellence and with new staff for 2018 it is imperative we build the capacity and understanding of all staff. The school data shows that writing is a focus area and we have planned PL around this to target this in our teaching and learning.

Goal 1	To improve the learning growth and outcomes of all students in Literacy and Numeracy.
12 month target 1.1	NAPLAN learning growth by domain 50% to be in medium/high for writing and numeracy VCE study score to be 30+ in English and all other areas of study
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Embed the learning instructional model that the MEC develops

Goal 2	To improve student sense of connectedness with the school and their community.
12 month target 2.1	To have 50% of the teaching staff had one cycle of Growth Coaching
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Embed a whole school framework that provides for greater student agency in their learning which includes school derived PoLT surveys

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To improve the learning growth and outcomes of all students in Literacy and Numeracy.
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12 month target 1.1	NAPLAN learning growth by domain 50% to be in medium/high for writing and numeracy VCE study score to be 30+ in English and all other areas of study			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Embed the learning instructional model that the MEC develops			
Actions	Develop teacher capacity to embed a consistent approach to teaching and learning based on the Powerful Learning School Improvement Model of learning intentions, success criteria, differentiated teaching, feedback, academic vocabulary and high expectations. The specific focus will be on feedback and students understanding of their learning.			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate the learning goals of each lesson and how they will know if they have been successful Understand and self-assess their progress and be able to articulate what they need to learn next Be provided with learning opportunities that identify their point of need Know the vocabulary associated with their curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> Provide clear and succinct learning intentions and success criteria for each lesson Prep - Year 12. Consistently implement the school's instructional model Use data to drive instruction Provide timely feedback to all stakeholders Model high expectations Develop rubrics and assessment materials for students and explicitly teach students to use these to self- asses their learning <p>Principal will:</p> <ul style="list-style-type: none"> Support the staff in their development of their knowledge and capacity in using the Powerful Learning Instructional Model Conduct regular observations and provide feedback Implement the Growth Coaching model 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Attend school-based PL on Powerful Learning Instructional Model completing all readings and participate in activities	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Write clear and succinct learning intentions and success criteria for each lesson Prep - Year 12, referencing these throughout the session.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate the development of a coaching model, including how to give effective feedback and peer observations.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To improve student sense of connectedness with the school and their community.
12 month target 2.1	To have 50% of the teaching staff had one cycle of Growth Coaching
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Embed a whole school framework that provides for greater student agency in their learning which includes school derived PoLT surveys
Actions	Develop teacher capacity to seek student agency in their teaching and to plan for student/teacher formal feedback time.
Evidence of impact	<p>Students will: Understand where they are at in their learning and know where they need to go and how to get there. Be connected to their teachers and school</p> <p>Teachers will: Provide students with feedback around their data including where they are, where they need to go and how they are going to get there Model high expectations</p> <p>Principal will: Support the staff in their development of their knowledge and capacity in the use of student data to drive instruction Plan for collaboration time within and outside of the Werrimull P-12 School teachers</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Host a student/parent/community forum to get feedback around values and unpack what is important for them and their school community	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide opportunities for students to participate in the CEP leadership programs with key staff	Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

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Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Attend school-based PL on Powerful Learning Instructional Model completing all readings and participate in activities	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate the development of a coaching model, including how to give effective feedback and peer observations.	Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> Off-site Bastow/GCI - Melbourne/Adelaide

			<input checked="" type="checkbox"/> Individualised Reflection		Growth Coaching International	
Provide opportunities for students to participate in the CEP leadership programs with key staff	Year Level Co-ordinator(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants CEP	<input checked="" type="checkbox"/> Off-site CEP delivery

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[AIP 2017.docx \(0.12 MB\)](#)