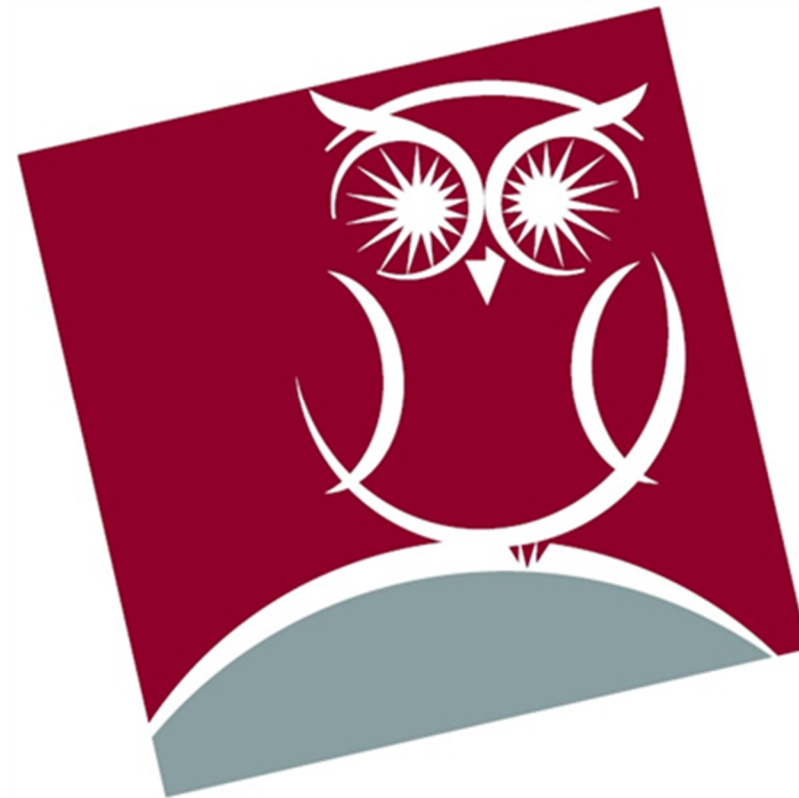


2018 Annual Implementation Plan

for improving student outcomes

Werribee Primary School (0649)



Submitted for review by David Quinn (School Principal) on 28 November, 2017 at 02:52 PM
Endorsed by Helen Hobley (Senior Education Improvement Leader) on 21 December, 2017 at 06:38 PM
Endorsed by Liam O'Brien (School Council President) on 28 February, 2018 at 12:37 PM

Self-evaluation Summary - 2018

Werribee Primary School (0649)

| | 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 moving towards Embedding |
| | Evidence-based high-impact teaching strategies | Evolving |
| | Evaluating impact on learning | |
| Professional leadership | Building leadership teams | Evolving moving towards Embedding |
| | Instructional and shared leadership | |
| | Strategic resource management | |
| | Vision, values and culture | |
| Positive climate for learning | Empowering students and building school pride | Evolving |
| | Setting expectations and promoting inclusion | Embedding |
| | Health and wellbeing | |
| | Intellectual engagement and self-awareness | |
| Community engagement in learning | Building communities | Embedding moving towards Excelling |
| | Global citizenship | |
| | Networks with schools, services and agencies | |
| | Parents and carers as partners | |

Enter your reflective comments

There has been a systematic approach to support staff to develop professionally around instruction. Teachers have been supported to improve their leadership skills through opportunities for peer discussions and observations. Professional learning has been focussed and differentiated to support knowledge of staff.

Teams have been distributed to include Key improvement Teams as well as Initiative Teams that are inline with the AIP. The teams developed action plans to support initiatives and improvements. Teams

| | |
|---|---|
| | <p>were supported to deliver and receive differentiated professional develop towards their goals.</p> <p>The school has held many events with our community that celebrate and support inclusion. There are structural supports such MEA programs, MEA classroom supports and homework clubs. Student's social skills as supported through ILIPS, SSGs, etc</p> <p>The Instructional Model implementation needs to be continuously monitored and supported with accountability practices built in. This is also true with the Reading program with inconsistencies being identified between classes. The 2017 Professional growth has centred around PLTs and in 2018 further work will be undertaken to develop stronger PLCs.</p> <p>The Real School's Partnership was concluded at the end of 2017 and it will continue to be embedded across the school. The Positive Behaviour Support program has continued to be enhanced with new strategies and supports for students introduced. The Berry Street Educational model was introduced in 2017 and will continue to be a focus in 2018 to improve student safety and behaviour.</p> <p>Attendance became a focus in 2017 with progress being made and it will continue to be a focus for 2018</p> <p>Due to the changes in the Attitudes to School Survey and Parent Opinion Survey new goals will be set from this year's results.</p> |
| Considerations for 2019 | <p>Developmental Play – Work will continue in this area with data informing our future planning.</p> <p>NAPLAN – To focus on students identified in the top 2 Bands(Faces on the Data)</p> <p>Berry Street Educational Model – Continue to implement Framework</p> <p>PLC's – Develop and implement highly effective PLC model</p> <p>Reading – Instructional model and practice with a particular focus on early years.</p> <p>New goals and targets set for Parent and Student Opinion data.</p> |
| Documents that support this plan | |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Werribee Primary School (0649)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target | FISO initiative | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------------------------------|-----------------|-----------------|------|------|---------------------|-------|-------|----------|------|-----------------------|-------|-------|-------|------|--------------------------------------|-------|-------|-------|------|----------------------------------|-------|-------|-------|------|-------------------|-------|-------|-------|------|-------------|---------|--|--|-------|--|--|---------|--|--|----------|--|--|------|------|------|------|------|------|------|------|------|------|------|------|---------------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|-----|---|------------------------------|
| <p>To improve the educational outcomes in Reading for all students through:</p> <p>1. The implementation of a guaranteed and viable curriculum.</p> <p>2. Effective teaching in every classroom.</p> | <p>Staff Opinion Survey: Increase component Prin/Teach mean scores in:</p> <table border="1"> <thead> <tr> <th>Prin/Teach Means</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>67.77</td> <td>72.45</td> <td>75.14</td> <td>=>80</td> </tr> <tr> <td>Teacher Collaboration</td> <td>74.50</td> <td>71.16</td> <td>77.62</td> <td>=>85</td> </tr> <tr> <td>Collective Focus on Student Learning</td> <td>83.83</td> <td>87.81</td> <td>86.58</td> <td>=>90</td> </tr> <tr> <td>Guaranteed and Viable Curriculum</td> <td>80.17</td> <td>83.55</td> <td>83.40</td> <td>=>90</td> </tr> <tr> <td>Academic Emphasis</td> <td>68.58</td> <td>70.66</td> <td>73.06</td> <td>=>80</td> </tr> </tbody> </table> <p>High Reliability Schools (HRS) Surveys: increase data from baseline data collected in February 2016</p> <table border="1"> <thead> <tr> <th rowspan="2">Mean Scores</th> <th colspan="3">Leaders</th> <th colspan="3">Staff</th> <th colspan="3">Parents</th> <th colspan="3">Students</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2019</th> <th>2016</th> <th>2017</th> <th>2019</th> <th>2016</th> <th>2017</th> <th>2019</th> <th>2016</th> <th>2017</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Effective Teaching In Every Classroom</td> <td>3.35</td> <td>4.34</td> <td>4.25</td> <td>3.36</td> <td>3.91</td> <td>4.25</td> <td>4.07</td> <td>4.20</td> <td>4.30</td> <td>3.82</td> <td>3.79</td> <td>4.25</td> </tr> </tbody> </table> | Prin/Teach Means | 2015 | 2016 | 2017 | 2019 | Collective Efficacy | 67.77 | 72.45 | 75.14 | =>80 | Teacher Collaboration | 74.50 | 71.16 | 77.62 | =>85 | Collective Focus on Student Learning | 83.83 | 87.81 | 86.58 | =>90 | Guaranteed and Viable Curriculum | 80.17 | 83.55 | 83.40 | =>90 | Academic Emphasis | 68.58 | 70.66 | 73.06 | =>80 | Mean Scores | Leaders | | | Staff | | | Parents | | | Students | | | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 | Effective Teaching In Every Classroom | 3.35 | 4.34 | 4.25 | 3.36 | 3.91 | 4.25 | 4.07 | 4.20 | 4.30 | 3.82 | 3.79 | 4.25 | Yes | <p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Staff Opinion Survey Increase component Prin/Teach mean scores in:</p> <ul style="list-style-type: none"> - Collective Efficacy: =>80 - Teacher Collaboration: =>85 - Collective Focus on Student Learning: =>90 - Guaranteed and Viable Curriculum: =>90 - Academic Emphasis: =>80 <p>High Reliability Schools (HRS) survey data increase in:</p> <p>Effective Teaching in Every Classroom</p> <ul style="list-style-type: none"> - Leaders: > 4.5 | Building practice excellence |
| Prin/Teach Means | 2015 | 2016 | 2017 | 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Efficacy | 67.77 | 72.45 | 75.14 | =>80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Collaboration | 74.50 | 71.16 | 77.62 | =>85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Focus on Student Learning | 83.83 | 87.81 | 86.58 | =>90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Guaranteed and Viable Curriculum | 80.17 | 83.55 | 83.40 | =>90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Emphasis | 68.58 | 70.66 | 73.06 | =>80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean Scores | Leaders | | | Staff | | | Parents | | | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Effective Teaching In Every Classroom | 3.35 | 4.34 | 4.25 | 3.36 | 3.91 | 4.25 | 4.07 | 4.20 | 4.30 | 3.82 | 3.79 | 4.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| Guaranteed and Viable Curriculum | 3.59 | 4.47 | 4.30 | 3.77 | 3.82 | 4.50 | 3.97 | 4.00 | 4.50 | 4.13 | 3.95 | 4.50 |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|

Teacher Judgements – Whole School Mean Growth:

| Mean Growth | 2015 | 2016 | 2017 | 2019 Target |
|-------------|------|------|------|-------------|
| Reading | 0.94 | 1.08 | 1.00 | =>1.2 |
| Writing | 0.92 | 0.97 | 0.94 | =>1.2 |
| Number | 0.90 | 1.02 | 0.89 | =>1.2 |

NAPLAN

The matched cohort mean growth scores above state growth percentage in:

| Above State Growth Comparison | 2013 -15 | 2014 -16 | 2015-17 | 2017-19 Target |
|-------------------------------|----------|----------|---------|----------------|
| Reading | 17.39 | 17.81 | 14.67 | =>25 |
| Writing | -3.1 | -10.84 | 9.42 | =>25 |
| Numeracy | 20.04 | 5.03 | 3.32 | =>25 |

Increase the percentage of students with High Relative Gain in:

| High Gain | 2013 -15 | 2014 -16 | 2015-17 | 2017-19 Target |
|-----------|----------|----------|---------|----------------|
| Reading | 22.6 | 18.5 | 27.08 | =>30 |
| Writing | 17 | 7.4 | 20.83 | =>30 |
| Numeracy | 28.8 | 20 | 17.02 | =>30 |

Reduce the percentage of students with Low Relative Gain in:

| Low Gain | 2013 -15 | 2014-16 | 2017 | 2017-19 Target |
|----------|----------|---------|-------|----------------|
| Reading | 23.1 | 24.1 | 27.08 | <20 |
| Writing | 34 | 46.3 | 33.33 | <20 |
| Numeracy | 23.1 | 34.5 | 29.79 | <20 |

Increase the percentage of students performing in the top 2 National Bands in Year 3:

| Year 3 - Top 2 Bands | 2015 | 2016 | 2017 | 2019 Target |
|----------------------|-------|-------|-------|-------------|
| Reading | 28.80 | 35.80 | 42.00 | >50 |
| Writing | 30.50 | 26.40 | 39.30 | >45 |
| Numeracy | 18.40 | 20.80 | 32.20 | >40 |

Increase the percentage of students performing in the top 2 National Bands in Year 5:

| Year 5 - Top 2 Bands | 2015 | 2016 | 2017 | 2019 Target |
|----------------------|-------|-------|-------|-------------|
| Reading | 16.70 | 15.40 | 29.20 | >35 |
| Writing | 9.10 | 6.10 | 6.30 | >15 |
| Numeracy | 15.20 | 9.20 | 10.70 | >20 |

Decrease the percentage of students performing in the bottom 2 National Bands in Year 3:

| Year 3 - Bottom 2 Bands | 2015 | 2016 | 2017 | 2019 Target |
|-------------------------|------|------|------|-------------|
| Reading | 10.7 | 16 | 11.9 | <5 |
| Writing | 3.6 | 2 | 6.9 | 0 |
| Numeracy | 24.6 | 10 | 20.3 | <15 |

Decrease the percentage of students performing in the bottom 2 National Bands in Year 5:

| Year 5 - Bottom 2 Bands | 2015 | 2016 | 2017 | 2019 Target |
|-------------------------|------|------|------|-------------|
| | | | | |

- Staff: >4.0
- Guaranteed and Viable Curriculum
- Leaders > 4.5
- Staff > 4.0

Teacher Judgements

- Whole School Mean Growth > 1.2
- All students in Foundation to be assessed against ABLES in February > 12 months growth

NAPLAN - Reading

- The matched cohort mean growth scores above state growth percentage
- Increase the percentage of students with high Relative Gain
- Reduce the percentage of students with low Relative Gain
- Increase the percentage of students performing in the top 2 National Bands in Year 3 and Year 5

Fountas and Pinnell Foundation Benchmarks

- 100% of students (deemed capable) reaching expected level of D or above.

Progressive Achievement Test

- Increase in student achievement at or above level

| | <table border="1"> <tr> <td>Reading</td> <td>18.6</td> <td>23.8</td> <td>21.3</td> <td><10</td> </tr> <tr> <td>Writing</td> <td>18.6</td> <td>31.7</td> <td>13.3</td> <td><10</td> </tr> <tr> <td>Numeracy</td> <td>20.3</td> <td>23.8</td> <td>22.9</td> <td><15</td> </tr> </table> <p>Fountas and Pinnell: Increase the percentage of students achieving At or Above level in each Year level</p> <table border="1"> <thead> <tr> <th>End Term 3</th> <th colspan="3">2016</th> <th colspan="3">2017</th> <th>2019</th> </tr> <tr> <th>F&P Independent %</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Below</th> <th>At</th> <th>Above</th> <th>At & Above</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>32</td> <td>51</td> <td>17</td> <td>32</td> <td>66</td> <td>2</td> <td>>80</td> </tr> <tr> <td>Year 1</td> <td>55</td> <td>26</td> <td>18</td> <td>45</td> <td>42</td> <td>13</td> <td>>80</td> </tr> <tr> <td>Year 2</td> <td>57</td> <td>11</td> <td>32</td> <td>70</td> <td>7</td> <td>23</td> <td>>80</td> </tr> <tr> <td>Year 3</td> <td>48</td> <td>25</td> <td>28</td> <td>56</td> <td>10</td> <td>34</td> <td>>80</td> </tr> <tr> <td>Year 4</td> <td>58</td> <td>21</td> <td>21</td> <td>52</td> <td>22</td> <td>26</td> <td>>80</td> </tr> <tr> <td>Year 5</td> <td>64</td> <td>22</td> <td>15</td> <td>55</td> <td>29</td> <td>16</td> <td>>80</td> </tr> <tr> <td>Year 6</td> <td>53</td> <td>16</td> <td>31</td> <td>52</td> <td>23</td> <td>25</td> <td>>80</td> </tr> </tbody> </table> | Reading | 18.6 | 23.8 | 21.3 | <10 | Writing | 18.6 | 31.7 | 13.3 | <10 | Numeracy | 20.3 | 23.8 | 22.9 | <15 | End Term 3 | 2016 | | | 2017 | | | 2019 | F&P Independent % | Below | At | Above | Below | At | Above | At & Above | Foundation | 32 | 51 | 17 | 32 | 66 | 2 | >80 | Year 1 | 55 | 26 | 18 | 45 | 42 | 13 | >80 | Year 2 | 57 | 11 | 32 | 70 | 7 | 23 | >80 | Year 3 | 48 | 25 | 28 | 56 | 10 | 34 | >80 | Year 4 | 58 | 21 | 21 | 52 | 22 | 26 | >80 | Year 5 | 64 | 22 | 15 | 55 | 29 | 16 | >80 | Year 6 | 53 | 16 | 31 | 52 | 23 | 25 | >80 | | | | | |
|--|---|---------------------|-------|--------|------|-------|----------------------|-------|-------|------|--------|---------------------|------|------|------|------------------------------|---------------------|------|------|------------------------|------|------|----------------|------|-------------------|------------------|------------------|-------|-------|----------------|-------|------------|------------------------------|---------------------|------|------|----------------------|------|------|----------------------|--------|------|---------------------|----|------|------|--|---------------------|--------|-----|------------|----|-----|-------------------------|----|-----|----------------------------------|----|-----|-------------------------|----|-----|--------------------------|----------------------|--------|-----|--------------------------|----|-----|--------------------|----|-----|-----------------------|--------------------|----|-----|-------------------|----|-----|-----------------------|--------|-----|-------------------------------|------------------------|----|----|-------------------------------------|-----|--|--|------------|--|---|
| Reading | 18.6 | 23.8 | 21.3 | <10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 18.6 | 31.7 | 13.3 | <10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 20.3 | 23.8 | 22.9 | <15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End Term 3 | 2016 | | | 2017 | | | 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F&P Independent % | Below | At | Above | Below | At | Above | At & Above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foundation | 32 | 51 | 17 | 32 | 66 | 2 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 55 | 26 | 18 | 45 | 42 | 13 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 57 | 11 | 32 | 70 | 7 | 23 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 48 | 25 | 28 | 56 | 10 | 34 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 58 | 21 | 21 | 52 | 22 | 26 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 64 | 22 | 15 | 55 | 29 | 16 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 53 | 16 | 31 | 52 | 23 | 25 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Average Days Absent | 2015 | 2016 | 2017 | 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foundation to Year 6 | 17.07 | 17.19 | | <15.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Increase scores in: | | 2015 | 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student relationships | Classroom Behaviour | 2.81 | 2.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Connectedness to Peers | 4.17 | 4.02 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Student Safety | 4.08 | 4.12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wellbeing | Student Distress | 5.50 | 5.38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Student Morale | 5.43 | 5.27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching and Learning | Learning Confidence | 3.99 | 3.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | School Connectedness | 4.34 | 3.99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Stimulating Learning | 4.28 | 3.87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Increase scores in: | | 2017 | 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learner Characteristics and Disposition | Learning Confidence | 71 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Resilience | 77 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Motivation and Interest | 85 | >90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Self Regulation and Goal Setting | 83 | >90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Attitudes to Attendance | 87 | >90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Engagement | School Connectedness | 80 | >90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Student Voice and Agency | 65 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sense of Inclusion | 91 | >90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Safety | Advocate at School | 86 | >90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Managing Bullying | 76 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Respect for Diversity | 79 | >80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Experience of Bullying | Experience of Bullying | 27 | ?? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Opinion Survey – Mean Scores | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|---|----------------------------------|-------------|-------------|--------------|-------------|-------------|----------------|-------------|-------------|-----------------|-------------|-------------|
| <i>Increase scores in:</i> | | | | 2015 | 2016 | | | | | | | |
| School Climate | School Improvement | | | 5.59 | 5.48 | | | | | | | |
| | Transitions | | | 5.64 | 5.89 | | | | | | | |
| | Homework | | | 4.90 | 4.76 | | | | | | | |
| | General Satisfaction | | | 5.48 | 5.89 | | | | | | | |
| Student Behaviour | Student Safety | | | 5.01 | 4.89 | | | | | | | |
| | Classroom Behaviour | | | 3.94 | 3.67 | | | | | | | |
| Student Engagement | Connectedness to Peers | | | 5.66 | 5.69 | | | | | | | |
| | Social Skills | | | 5.55 | 5.54 | | | | | | | |
| | School Connectedness | | | 5.77 | 5.69 | | | | | | | |
| 2017 + Parent Opinion Survey – Mean Scores Increase scores in: | | | | | | | | | | | | |
| <i>Increase scores in:</i> | | | | 2017 | 2019 | | | | | | | |
| Student Cognitive Engagement | High Expectation for Success | | | 86 | >90 | | | | | | | |
| | Student Motivation and Support | | | 82 | >85 | | | | | | | |
| | Stimulating Learning Environment | | | 77 | >80 | | | | | | | |
| | Effective Teaching | | | 77 | >80 | | | | | | | |
| Safety | Managing Bullying | | | 77 | >80 | | | | | | | |
| | Experience of Bullying | | | 47 | ? | | | | | | | |
| | Promoting Positive Behaviour | | | 87 | >90 | | | | | | | |
| | Respect for Diversity | | | 88 | >90 | | | | | | | |
| Connection and Progression | School Connectedness | | | 91 | >90 | | | | | | | |
| | Positive transitions | | | 81 | >90 | | | | | | | |
| Staff Opinion Survey – Prin/Teach Mean Scores Increase scores in | | | | | | | | | | | | |
| Component | 2015 | 2016 | 2017 | 2019 | | | | | | | | |
| Collective Efficacy | 52.5 | 58.7 | 62.8 | >70 | | | | | | | | |
| Collective Responsibility | 81.1 | 87.6 | 89.8 | >90 | | | | | | | | |
| Academic Emphasis | 51.1 | 57.0 | 61.4 | >70 | | | | | | | | |
| Trust in Students and Parents | 53.0 | 56.5 | 60.8 | >70 | | | | | | | | |
| Teacher Collaboration | 64.2 | 58.0 | 73.6 | >80 | | | | | | | | |
| Parent and Community Involvement | 67.1 | 61.6 | 70.8 | >80 | | | | | | | | |
| Collective Focus on Student Learning | 83.8 | 86.2 | 89.8 | >90 | | | | | | | | |
| High Reliability Schools Survey | | | | | | | | | | | | |
| Mean Scores | Leaders | | | Staff | | | Parents | | | Students | | |
| | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 | 2016 | 2017 | 2019 |
| Safe and Collaborative Culture | 3.94 | 4.45 | >4.50 | 3.78 | 4.04 | >4.20 | 3.99 | 3.95 | >4.20 | 4.03 | 4.07 | >4.20 |

- Collective Efficacy > 68%

Xuno Major Incidents < 475

- Harassment & Bullying < 60

- serious physical contact < 350

- Targeted abusive language < 65

- Decrease term by term in classroom behaviour restorative plans

High Reliability School - Safe and Collaborative Culture

- The staff perceive the school environment as safe and orderly > 4.6

- Students, parents and the school community perceive the school environment as safe and orderly > 4.3

- The success of the whole school, as well as individuals within the school, is appropriately acknowledged > 4.00

Improvement Initiatives Rationale

Continuous improvement in teaching practice is sustained by systematically collecting, analysing and evaluating teaching practices and student achievement data. The School Performance Report 2017 stated that in order for Reading to be a high performing area, a renewed focus is required. At the moment we have to stretch in order to improve. On early data in the Communities of Practice Project, comparisons of Reading data with like schools in our area are indicating that we have substantially fewer students that are at and above expected level and also considerably more that are below level. Our Reading tracking data (school based) is also showing inconsistency in different data sets such Teacher Judgement, Naplan, Fountas and Pinnell and PAT Reading. There is a particular need to strengthen data collection and analysis systems across the school with a particular focus in the Foundation to Year 2. To facilitate this we require our Professional Learning Communities to be strengthened through a culture of collaboration for improvement. We require teams to respond to student data and adapt their pedagogical practice while refining assessment and curriculum delivery to improve student outcomes. As a result of the Attitudes to School Survey and the Parent opinion Survey, The Berry Street Education Model is a focus for 2018 due to the data indicating that parent and student concern regarding safety, bullying and classroom behaviour has

increased. The school aims to move towards excelling in the Continua of Practice working on building safe and respectful learning environments by promoting safety and reducing inappropriate behaviour. Focusing on building mutual trust between the community and the school to promote a positive and safe environment. Attendance is a focus for 2018 as the results of the School Performance Report indicates a decline in attendance. The focus will be to minimise the risk of disengagement by reviewing attendance processes.

| | |
|-----------------------------------|---|
| Goal 1 | To improve the educational outcomes in Reading for all students through: 1. The implementation of a guaranteed and viable curriculum. 2. Effective teaching in every classroom. |
| 12 month target 1.1 | <p>Staff Opinion Survey Increase component Prin/Teach mean scores in:</p> <ul style="list-style-type: none"> - Collective Efficacy: =>80 - Teacher Collaboration: =>85 - Collective Focus on Student Learning: =>90 - Guaranteed and Viable Curriculum: =>90 - Academic Emphasis: =>80 <p>High Reliability Schools (HRS) survey data increase in: Effective Teaching in Every Classroom</p> <ul style="list-style-type: none"> - Leaders: > 4.5 - Staff: >4.0 <p>Guaranteed and Viable Curriculum</p> <ul style="list-style-type: none"> - Leaders > 4.5 - Staff > 4.0 <p>Teacher Judgements</p> <ul style="list-style-type: none"> - Whole School Mean Growth > 1.2 - All students in Foundation to be assessed against ABLES in February > 12 months growth <p>NAPLAN - Reading</p> <ul style="list-style-type: none"> - The matched cohort mean growth scores above state growth percentage - Increase the percentage of students with high Relative Gain - Reduce the percentage of students with low Relative Gain - Increase the percentage of students performing in the top 2 National Bands in Year 3 and Year 5 <p>Fountas and Pinnell Foundation Benchmarks</p> <ul style="list-style-type: none"> - 100% of students (deemed capable) reaching expected level of D or above. <p>Progressive Achievement Test</p> <ul style="list-style-type: none"> - Increase in student achievement at or above level |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Implement an instructional model for Reading that is consistent across the school. |
| KIS 2 | Develop teacher capacity to work as effective Professional Learning Communities |
| Goal 2 | To further develop a safe and collaborative culture to engage students in their learning and support them to achieve their 'personal best'. |
| 12 month target 2.1 | <p>Student Attendance</p> <ul style="list-style-type: none"> - Decrease levels of student absence F-6: <15.00 - Term 1 Data collection of student withdrawal improved by Term 4 |

| | |
|-----------------------------------|--|
| | <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> * Classroom behaviour overall > 80% - Students treat each other with respect > 60% - Students at this school treat teachers with respect > 60% <p>* Experience of bullying overall < 25%</p> <ul style="list-style-type: none"> - I have been bullied this term < 25% - I have been hit, kicked, hurt or threatened on purpose by another student < 34% <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> * Managing bullying > 82% - My child feels confident about the skills and strategies they have learnt to address bullying behaviours > 70% * Experience of bullying < 40% - My child has been bullied recently < 40% <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> - Collective Efficacy > 68% <p>Xuno Major Incidents < 475</p> <ul style="list-style-type: none"> - Harassment & Bullying < 60 - serious physical contact < 350 - Targeted abusive language < 65 - Decrease term by term in classroom behaviour restorative plans <p>High Reliability School - Safe and Collaborative Culture</p> <ul style="list-style-type: none"> - The staff perceive the school environment as safe and orderly > 4.6 - Students, parents and the school community perceive the school environment as safe and orderly > 4.3 - The success of the whole school, as well as individuals within the school, is appropriately acknowledged > 4.00 |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategies | |
| KIS 1 | Implement an Instructional Framework for improving student engagement and learning |
| KIS 2 | Implement and monitor engagement and attendance processes |

Define Evidence of Impact and Activities and Milestones - 2018

Werribee Primary School (0649)

| | |
|----------------------------|--|
| Goal 1 | To improve the educational outcomes in Reading for all students through: <ol style="list-style-type: none"> 1. The implementation of a guaranteed and viable curriculum. 2. Effective teaching in every classroom. |
| 12 month target 1.1 | <p>Staff Opinion Survey Increase component Prin/Teach mean scores in:</p> <ul style="list-style-type: none"> - Collective Efficacy: =>80 - Teacher Collaboration: =>85 - Collective Focus on Student Learning: =>90 - Guaranteed and Viable Curriculum: =>90 - Academic Emphasis: =>80 <p>High Reliability Schools (HRS) survey data increase in:</p> <p>Effective Teaching in Every Classroom</p> <ul style="list-style-type: none"> - Leaders: > 4.5 |

| | | | | |
|---|--|---|----------------------------|---|
| | <ul style="list-style-type: none"> - Staff: >4.0 Guaranteed and Viable Curriculum - Leaders > 4.5 - Staff > 4.0 <p>Teacher Judgements</p> <ul style="list-style-type: none"> - Whole School Mean Growth > 1.2 - All students in Foundation to be assessed against ABLES in February > 12 months growth <p>NAPLAN - Reading</p> <ul style="list-style-type: none"> - The matched cohort mean growth scores above state growth percentage - Increase the percentage of students with high Relative Gain - Reduce the percentage of students with low Relative Gain - Increase the percentage of students performing in the top 2 National Bands in Year 3 and Year 5 <p>Fountas and Pinnell Foundation Benchmarks</p> <ul style="list-style-type: none"> - 100% of students (deemed capable) reaching expected level of D or above. <p>Progressive Achievement Test</p> <ul style="list-style-type: none"> - Increase in student achievement at or above level | | | |
| FISO Initiative | Building practice excellence | | | |
| Key Improvement Strategy 1 | Implement an instructional model for Reading that is consistent across the school. | | | |
| Actions | Develop teacher capacity to plan for and implement; <ul style="list-style-type: none"> - Werribee Primary School instructional model - core strategies - differentiated practices | | | |
| Evidence of impact | <p>STUDENTS</p> <ul style="list-style-type: none"> - Able to articulate the goals of each lesson, and how they will know if they have successfully achieved them - Can understand and self-assess their progress, and articulate what they need to learn next - Can explain strategies to peers and record their understanding in multiple ways - Discuss their progress during conferencing and explain how this supports their learning <p>TEACHERS</p> <ul style="list-style-type: none"> - Planning includes all elements of the Werribee Primary School instructional model and identified elements of core strategies - Professional Learning Communities using student data to analyse the impact on student learning - Differentiated practices and planning that meet the need of their students - Plan and implement lessons that include relevant High Impact Teaching Strategies <p>LEADERS</p> <ul style="list-style-type: none"> - Increased capacity as Instructional Leaders - Increased visibility in classrooms - Consistent approach to providing feedback - Facilitate professional learning of core reading strategies - Greater understanding of reading practices and data across F-6 | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Provide differentiated professional development to support the consistent implementation of an instructional model in Reading. <ul style="list-style-type: none"> - school based - consultant | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |

| | | | | |
|---|-----------------|---|----------------------------|---|
| - DET initiative Literacy Training - Principals as Literacy Leaders (PALL) | | | | |
| Undertake an audit of the of the implementation of the instructional model in Reading to identify future areas for professional learning. | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Monitor and provide feedback on the implementation of the instructional model in Reading. | All Staff | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Performance and Development Plans of all teaching staff to include a Reading based goal | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Develop an action plan that incorporates The Big 6 Reading Strategies, Classroom Instruction That Works, High Impact Teaching Strategies and Developmental Play | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 1 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Identify student data for Reading improvement and provide support programs - Top 2 bands Naplan - At risk students - Above expected level - Integration - EAL - Koorie - Out of Home Care | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Employ the following staff to support the Key Improvement Strategies: - Leading Teacher: ICT, Data, Assessment & Reporting (3rd year of contract) \$124 850 - Leading Teacher Instructional Coach (3rd year of contract) \$124 850 - Support \$41 995 - 2 x generalist Classroom teachers \$161 170 | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$452,865.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Goal 1 | To improve the educational outcomes in Reading for all students through: 1. The implementation of a guaranteed and viable curriculum. 2. Effective teaching in every classroom. |
| 12 month target 1.1 | Staff Opinion Survey Increase component Prin/Teach mean scores in: - Collective Efficacy: =>80 - Teacher Collaboration: =>85 - Collective Focus on Student Learning: =>90 - Guaranteed and Viable Curriculum: =>90 - Academic Emphasis: =>80 High Reliability Schools (HRS) survey data increase in: Effective Teaching in Every Classroom - Leaders: > 4.5 - Staff: >4.0 Guaranteed and Viable Curriculum - Leaders > 4.5 - Staff > 4.0 Teacher Judgements - Whole School Mean Growth > 1.2 - All students in Foundation to be assessed against ABLES in February > 12 months growth NAPLAN - Reading |

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| | <ul style="list-style-type: none"> - The matched cohort mean growth scores above state growth percentage - Increase the percentage of students with high Relative Gain - Reduce the percentage of students with low Relative Gain - Increase the percentage of students performing in the top 2 National Bands in Year 3 and Year 5 <p>Fountas and Pinnell Foundation Benchmarks</p> <ul style="list-style-type: none"> - 100% of students (deemed capable) reaching expected level of D or above. <p>Progressive Achievement Test</p> <ul style="list-style-type: none"> - Increase in student achievement at or above level | | | |
| FISO Initiative | Building practice excellence | | | |
| Key Improvement Strategy 2 | Develop teacher capacity to work as effective Professional Learning Communities | | | |
| Actions | Develop teacher knowledge and capacity to collaboratively plan and assess using a structured Professional Learning Communities approach to improve learning outcomes in Reading | | | |
| Evidence of impact | <p>STUDENTS</p> <ul style="list-style-type: none"> - Skilled at providing feedback to peers and teachers - Can understand and self-assess their progress, and articulate what they need to learn next - Can explain strategies to peers and record their understanding in multiple ways - Discuss their progress during conferencing and explain how this supports their learning - Improved engagement and attendance <p>TEACHERS</p> <ul style="list-style-type: none"> - Consistent approach to giving and receiving feedback in teams and across the school - Fully data literate - Multiple sources of data and evidence are used to inform all work - Monitoring of individuals, cohort and whole school data - Shared expertise and learning from each other - Collective responsibility to improve student outcomes - Planning includes high quality assessment tasks which are rigorously monitored - Differentiated practices and planning that meet the need of their students <p>LEADERS</p> <ul style="list-style-type: none"> - Continual focus on teacher learning and student outcomes - Promote a shared accountability - Develop Collective Efficacy (Facilitators for professional learning to support Professional Learning Communities) - Demonstrate knowledge of data literacy - Monitoring of individuals, cohort and whole school data - Identify the strengths and areas for improvement in their Professional Learning Community - Display a consistent approach to providing feedback | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Provide professional development to support knowledge and understanding of Professional Learning Community model - School based - Victorian Professional Learning Communities Pilot - Resourcing | School Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Enabling timetable for Professional Learning Communities to collaborate regularly | Leading Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Develop an action plan in line with activities | School Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional Development to support Implementation of the Framework for Improving Student Outcomes Improvement Cycle (Werribee Primary School Teaching and Learning Cycle) - Build understanding of assessment practices in Reading, in line with the assessment schedule (Data literacy) - Feedback practices - Differentiation - Collaboration - Identify the strengths and areas for improvement in their Professional Learning Communities | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Provide professional development to support knowledge and understanding of effective Classroom Instruction That Works strategies and High Impact Teaching Strategies for student feedback | Leading Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$14,000.00 <input type="checkbox"/> Equity funding will be used |
| Monitor and evaluate the use and implementation of Framework for Improving Student Outcomes Improvement Cycle (Werribee Primary School Teaching and Learning Cycle) through; - regular collection and analysis of student data (individuals, cohort and whole school data) - evaluating the impact of the learning - evaluating the impact on teacher practice - regular collection and analysis of Professional Learning Communities planning documents | School Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 2 | To further develop a safe and collaborative culture to engage students in their learning and support them to achieve their 'personal best'. |
| 12 month target 2.1 | <p>Student Attendance</p> <ul style="list-style-type: none"> - Decrease levels of student absence F-6: <15.00 - Term 1 Data collection of student withdrawal improved by Term 4 <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> * Classroom behaviour overall > 80% - Students treat each other with respect > 60% - Students at this school treat teachers with respect > 60% <p>* Experience of bullying overall < 25%</p> <ul style="list-style-type: none"> - I have been bullied this term < 25% - I have been hit, kicked, hurt or threatened on purpose by another student < 34% <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> * Managing bullying > 82% - My child feels confident about the skills and strategies they have learnt to address bullying behaviours > 70% * Experience of bullying < 40% - My child has been bullied recently < 40% <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> - Collective Efficacy > 68% <p>Xuno Major Incidents < 475</p> <ul style="list-style-type: none"> - Harassment & Bullying < 60 - serious physical contact < 350 - Targeted abusive language < 65 |

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| | <ul style="list-style-type: none"> - Decrease term by term in classroom behaviour restorative plans <p>High Reliability School - Safe and Collaborative Culture</p> <ul style="list-style-type: none"> - The staff perceive the school environment as safe and orderly > 4.6 - Students, parents and the school community perceive the school environment as safe and orderly > 4.3 - The success of the whole school, as well as individuals within the school, is appropriately acknowledged > 4.00 |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategy 1 | Implement an Instructional Framework for improving student engagement and learning |
| Actions | <ul style="list-style-type: none"> - Implement the Berry Street Education Model school wide - Develop coaching and feedback model - Implement a whole school structure for the Berry Street Education Model |
| Evidence of impact | <p>STUDENTS</p> <ul style="list-style-type: none"> - Understand the language used and discuss concepts with their peers when discussing strategies from the Berry Street Education Model - Are able to identify their strengths and goals and understand how this impacts on their learning - Develop strategies to assist them to become 'ready to learn' and are able to identify strategies to become 'ready to learn' <p>TEACHERS</p> <ul style="list-style-type: none"> - Demonstrate a deeper understanding of strategies to support student behaviour and escalation - Use the Berry Street Education Model Teaching Sequence (Whole class instruction, Reinforcement and Repetition, Triage Conversation) - Analyse student behaviour and academic data to reflect and review the impact of their practise - Work collaboratively with colleagues to develop collective efficacy for student behaviour - Use common language when planning and teaching <p>LEADERS</p> <ul style="list-style-type: none"> - Provide regular feedback to teaching teams through announced and unannounced observations and learning walks - Support staff through professional learning and coaching conversations to deepen their understanding of the Berry Street Education Model - Model the use of the Berry Street Education Model Strategies when conducting staff Professional Learning |

| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
|---|--------------------------------|---|----------------------------|---|
| Attend three Professional Learning days in 2018 and one in 2019 (all staff) | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$18,250.00 <input type="checkbox"/> Equity funding will be used |
| Work with a Consultant to analyse evidence and data to support the implementation. | Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 4 | \$6,000.00 <input type="checkbox"/> Equity funding will be used |
| Research and purchase physical resources to assist with emotional regulation and behaviour - self regulation kits - mindfulness resources - Berry Street Education Model reference materials | School Improvement Team | <input type="checkbox"/> No | from: Term 1 to: Term 1 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| "Learning to Be" Planner updated and implemented in line with Berry St Education Model | Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Berry St Action Plan/Overview created alongside consultant | Student Wellbeing Co-ordinator | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Whole school approach/structure introduced with: - Monday morning Learning to be (morning routines, Escalation/Deescalation map, mindfulness, PBS focus) | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$3,000.00 <input type="checkbox"/> Equity funding will be used |

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|---|-----------------|-----------------------------|----------------------------|---|
| - Implementation of SWPBS framework - consistent mindfulness | | | | |
| Evaluation and Feedback practices in place | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| To communicate and promote school expectations and celebrate improvement areas with the community in reference to the Positive Behaviour Support Program (XUNO data, Berry Street and classroom Teaching and Learning programs) | KLA Leader | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Employ the following staff to support the Key Improvement Strategies: - Speech Pathologist \$73 775 - Social Worker \$68 100 | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$141,875.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Goal 2 | To further develop a safe and collaborative culture to engage students in their learning and support them to achieve their 'personal best'. |
| 12 month target 2.1 | <p>Student Attendance</p> <ul style="list-style-type: none"> - Decrease levels of student absence F-6: <15.00 - Term 1 Data collection of student withdrawal improved by Term 4 <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> * Classroom behaviour overall > 80% - Students treat each other with respect > 60% - Students at this school treat teachers with respect > 60% <ul style="list-style-type: none"> * Experience of bullying overall < 25% - I have been bullied this term < 25% - I have been hit, kicked, hurt or threatened on purpose by another student < 34% <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> * Managing bullying > 82% - My child feels confident about the skills and strategies they have learnt to address bullying behaviours > 70% * Experience of bullying < 40% - My child has been bullied recently < 40% <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> - Collective Efficacy > 68% <p>Xuno Major Incidents < 475</p> <ul style="list-style-type: none"> - Harassment & Bullying < 60 - serious physical contact < 350 - Targeted abusive language < 65 - Decrease term by term in classroom behaviour restorative plans <p>High Reliability School - Safe and Collaborative Culture</p> <ul style="list-style-type: none"> - The staff perceive the school environment as safe and orderly > 4.6 - Students, parents and the school community perceive the school environment as safe and orderly > 4.3 - The success of the whole school, as well as individuals within the school, is appropriately acknowledged > 4.00 |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategy 2 | Implement and monitor engagement and attendance processes |
| Actions | To develop a consistent approach and response to student attendance |

| Evidence of impact | <p>STUDENTS</p> <ul style="list-style-type: none"> -Are able to discuss the importance of being at school everyday -Are engaged in learning and understand that being at school helps them to achieve their learning goals - Develop strategies to assist them to overcome the barriers impacting their non-attendance <p>TEACHERS</p> <ul style="list-style-type: none"> - Demonstrate a deeper understanding of strategies to support students to be at school every day - Analyse student attendance data and follow the appropriate process - Work collaboratively with colleagues to develop collective efficacy for student attendance - Use common language when discussing absences with parents <p>LEADERS</p> <ul style="list-style-type: none"> - Provide regular feedback to teaching teams and families - Support staff through professional learning and communication - Model Strategies when conducting staff Professional Learning | | | |
|--|--|--|----------------------------|--|
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Regular meetings held with Wellbeing staff and Administration staff to monitor attendance data | KLA Leader | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Promotion and awareness of the impact of absences on student learning | KLA Leader | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Review and update processes for student absences to ensure consistency and accountability (PLC monitoring, phone calls, SMS) | All Staff | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Focus on 80-90% absenteeism with 1:1 case management in place | KLA Leader | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Develop a parent attendance policy | Student Wellbeing Co-ordinator | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Revise processes on leadership support when responding to students withdrawn from classrooms due to behaviour (Berry Street data collection, flowcharts) | All Staff | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

Professional Learning and Development Plan - 2018

Werribee Primary School (0649)

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|-----------------|----------------------------|---|--|---|--|
| Provide differentiated professional development to support the consistent implementation of an instructional model in Reading. - school based - consultant - DET initiative Literacy Training - Principals as Literacy Leaders (PALL) | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <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"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> Off-site Bastow, Network schools |
| Performance and Development Plans of all teaching staff to include a Reading based goal | Principal | from: Term 1 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Literacy expertise | <input checked="" type="checkbox"/> On-site |

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| | | to: Term 1 | <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | |
| Identify student data for Reading improvement and provide support programs - Top 2 bands Naplan - At risk students - Above expected level - Integration - EAL - Koorie - Out of Home Care | All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| Provide professional development to support knowledge and understanding of Professional Learning Community model - School based - Victorian Professional Learning Communities Pilot - Resourcing | School Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Professional Development to support Implementation of the Framework for Improving Student Outcomes Improvement Cycle (Werribee Primary School Teaching and Learning Cycle) - Build understanding of assessment practices in Reading, in line with the assessment schedule (Data literacy) - Feedback practices - Differentiation - Collaboration - Identify the strengths and areas for improvement in their Professional Learning Communities | All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Provide professional development to support knowledge and understanding of effective Classroom Instruction That Works strategies and High Impact Teaching Strategies for student feedback | Leading Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Attend three Professional Learning days in 2018 and one in 2019 (all staff) | All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Whole School Student Free Day | <input checked="" type="checkbox"/> External consultants Berry Street Education Model Consultants | <input checked="" type="checkbox"/> On-site |
| Work with a Consultant to analyse evidence and data to support the implementation. | Student Wellbeing Co-ordinator | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Berry Street Consultant | <input checked="" type="checkbox"/> On-site |

Documents that support the plan

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