

Annual Implementation Plan: for Improving Student Outcomes

School name: Kialla West

Year: 2017

School number: 1727

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Wes Teague

Senior Education Improvement Leader Scott Watson

8-2-17

School council Kialla West School Council

13-2-17

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
<p>Literacy</p> <ul style="list-style-type: none"> To improve student learning outcomes in, reading, writing, speaking and listening, grammar and punctuation and spelling for all students Prep to Grade 6.
<p>Numeracy</p> <ul style="list-style-type: none"> To improve student achievement in mathematics for all students Prep to Grade 6.

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>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p> <p>Kialla West Primary School have selected the following priorities & initiatives:</p> <ol style="list-style-type: none"> Excellence in teaching & learning ~ <i>Building practice excellence</i> Professional leadership ~ <i>Building leadership teams</i>. <p>These are aligned with recommendations from our Peer Review (September 2014) and our current Strategic Plan.</p> <p>Kialla West Primary School has an environment that values education at both school and home. The school consistently maintains strong academic achievement in literacy and numeracy, this has been confirmed with the NAPLAN trends over the past 5 years. The 2016 year 3 NAPLAN results, indicate a high percentage of students in the top two bands across all areas and a very low number of students in the bottom two bands. The year 5 data indicate strong results in reading and average results in the other areas.</p> <p>These results are progressing towards the ambitious targets set in the strategic plan, the year 5 reading is the only target met based on this data.</p> <p>The results from the NAPLAN relative growth are lower than previous years.</p> <p>The development of the Kialla West Agreed Teaching Practices across the whole school in 2016, provides a documented teaching approach at Kialla West. This document will be used in the development of staff Performance and Development Plans and will support Excellence in Teaching and Learning.</p> <p>Teacher professional learning will again have a focus on developing teaching practice and will be support through Building Leadership Teams.</p>



NAPLAN

	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
	Top two bands	Bottom two bands	Top two bands	Bottom two bands	Top two bands	Bottom two bands	Top two bands	Bottom two bands	Top two bands	Bottom two bands
	2016	2016	2016	2016	2016	2016	2016	2016	2016	2016
YR 3	43.2%	16.3%	54%	5.5 %	43.2%	24.4%	43.2%	5.5%	29.7%	2.8%
YR 5	31.8%	13.6%	13.6%	18.2%	36.3%	22.8%	36.3%	27.4%	18.2%	9%

NAPLAN RELATIVE GROWTH 2016 Year 3-5

	Low	High
Grammar and Punctuation	40.9%	22.7%
Numeracy	27.3%	18.2%
Reading	22.7%	13.6%
Spelling	31.8%	22.7%
Writing	40.9%	13.6%

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> Focus on student outcomes. Evidence-based and data driven to guide improvement and measure impact. Regular professional learning, supported and fully integrated into the culture of the school.
Building Leadership Teams	<ul style="list-style-type: none"> Having clear roles and responsibilities within teams identified in staff P&D plans Professional learning for leaders A culture of high expectations and contribution within teams.



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<p>Literacy</p> <ul style="list-style-type: none"> To improve student learning outcomes in, reading, writing, speaking and listening, grammar and punctuation and spelling for all students Prep to Grade 6. 																																																																																																										
IMPROVEMENT INITIATIVE	<p>Building Practice Excellence Building Leadership Teams</p>																																																																																																										
STRATEGIC PLAN TARGETS	<p>To increase the percentage of students in the top two bands in NAPLAN as follows:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Year</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3</td> <td>60%</td> <td>>65%</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>60%</td> <td>>65%</td> </tr> <tr> <td>Numeracy</td> <td>3</td> <td>40%</td> <td>>45%</td> </tr> <tr> <td>Reading</td> <td>5</td> <td>23%</td> <td>>30%</td> </tr> <tr> <td>Writing</td> <td>5</td> <td>9%</td> <td>>25%</td> </tr> <tr> <td>Numeracy</td> <td>5</td> <td>40%</td> <td>>45%</td> </tr> </tbody> </table> <p>Increase the percentage of students achieving high growth on NAPLAN relative growth reports.</p> <table border="1"> <thead> <tr> <th>Domain</th> <th colspan="2">Percentage of students showing high growth Gr3-5.</th> </tr> <tr> <td></td> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42.9%</td> <td>>45%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>>25%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>>30%</td> </tr> </tbody> </table> <p>AusVels data will indicate that every student will achieve at least 12 months' growth in literacy and numeracy.</p>	Domain	Year	2014	2018	Reading	3	60%	>65%	Writing	3	60%	>65%	Numeracy	3	40%	>45%	Reading	5	23%	>30%	Writing	5	9%	>25%	Numeracy	5	40%	>45%	Domain	Percentage of students showing high growth Gr3-5.			2014	2018	Reading	42.9%	>45%	Writing	14%	>25%	Numeracy	20%	>30%																																																															
Domain	Year	2014	2018																																																																																																								
Reading	3	60%	>65%																																																																																																								
Writing	3	60%	>65%																																																																																																								
Numeracy	3	40%	>45%																																																																																																								
Reading	5	23%	>30%																																																																																																								
Writing	5	9%	>25%																																																																																																								
Numeracy	5	40%	>45%																																																																																																								
Domain	Percentage of students showing high growth Gr3-5.																																																																																																										
	2014	2018																																																																																																									
Reading	42.9%	>45%																																																																																																									
Writing	14%	>25%																																																																																																									
Numeracy	20%	>30%																																																																																																									
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p>NAPLAN</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">READING</th> <th colspan="4">WRITING</th> <th colspan="4">SPELLING</th> </tr> <tr> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>YR 3</td> <td>From 43.2%</td> <td>To 44%</td> <td>From 16.3%</td> <td>To 15%</td> <td>From 54%</td> <td>To 55%</td> <td>From 5.5 %</td> <td>To 5%</td> <td>From 40.5%</td> <td>To 42%</td> <td>From 24.4%</td> <td>To 22%</td> </tr> <tr> <td>YR 5</td> <td>From 31.8%</td> <td>To 33%</td> <td>From 13.6%</td> <td>To 12%</td> <td>From 13.6%</td> <td>To 18%</td> <td>From 18.2%</td> <td>To 16%</td> <td>From 9%</td> <td>To 15%</td> <td>From 22.8%</td> <td>To 20%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">GRAMMAR & PUNCTUATION</th> <th colspan="4">NUMERACY</th> </tr> <tr> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>YR 3</td> <td>From 43.2%</td> <td>To 45%</td> <td>From 5.5%</td> <td>To 5%</td> <td>From 29.7%</td> <td>To 30%</td> <td>From 2.8%</td> <td>To <5%</td> </tr> <tr> <td>YR 5</td> <td>From 36.3%</td> <td>To 38%</td> <td>From 27.4%</td> <td>To 25%</td> <td>From 18.2%</td> <td>To 20%</td> <td>From 9%</td> <td>To 7%</td> </tr> </tbody> </table>		READING				WRITING				SPELLING				Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	YR 3	From 43.2%	To 44%	From 16.3%	To 15%	From 54%	To 55%	From 5.5 %	To 5%	From 40.5%	To 42%	From 24.4%	To 22%	YR 5	From 31.8%	To 33%	From 13.6%	To 12%	From 13.6%	To 18%	From 18.2%	To 16%	From 9%	To 15%	From 22.8%	To 20%		GRAMMAR & PUNCTUATION				NUMERACY				Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		2016	2017	2016	2017	2016	2017	2016	2017	YR 3	From 43.2%	To 45%	From 5.5%	To 5%	From 29.7%	To 30%	From 2.8%	To <5%	YR 5	From 36.3%	To 38%	From 27.4%	To 25%	From 18.2%	To 20%	From 9%	To 7%
	READING				WRITING				SPELLING																																																																																																		
	Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands																																																																																																
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017																																																																																															
YR 3	From 43.2%	To 44%	From 16.3%	To 15%	From 54%	To 55%	From 5.5 %	To 5%	From 40.5%	To 42%	From 24.4%	To 22%																																																																																															
YR 5	From 31.8%	To 33%	From 13.6%	To 12%	From 13.6%	To 18%	From 18.2%	To 16%	From 9%	To 15%	From 22.8%	To 20%																																																																																															
	GRAMMAR & PUNCTUATION				NUMERACY																																																																																																						
	Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands																																																																																																				
	2016	2017	2016	2017	2016	2017	2016	2017																																																																																																			
YR 3	From 43.2%	To 45%	From 5.5%	To 5%	From 29.7%	To 30%	From 2.8%	To <5%																																																																																																			
YR 5	From 36.3%	To 38%	From 27.4%	To 25%	From 18.2%	To 20%	From 9%	To 7%																																																																																																			



RELATIVE GROWTH Year 3-5

	2016		2017	
	Low	High	Low	High
Grammar and Punctuation	40.9%	22.7%	35%	25%
Numeracy	27.3%	18.2%	25%	20%
Reading	22.7%	13.6%	20%	20%
Spelling	31.8%	22.7%	28%	24%
Writing	40.9%	13.6%	35%	15%

OnDemand

Reading				Number			
Increase top band		Decrease bottom band		Increase top band		Decrease bottom band	
2016	2017	2016	2017	2016	2017	2016	2017
	Gr. 3 50%		Gr. 3 15%		Gr. 3 30%		Gr. 3 10%
Gr. 3 71%	Gr.4 72%	Gr. 3 9 %	Gr. 4 9%	Gr. 3 29%	Gr. 4 32%	Gr. 3 6%	Gr. 4 6%
Gr. 4 46%	Gr. 5 50%	Gr. 4 21 %	Gr. 5 20%	Gr. 4 21 %	Gr. 5 25%	Gr. 4 36 %	Gr. 5 30%
Gr. 5 43 %	Gr. 6 45%	Gr. 5 22%	Gr. 6 20%	Gr. 5 29 %	Gr. 6 32%	Gr. 5 33%	Gr. 6 30%

AUSVELS

Teacher judgement data will indicate that 85% of students will achieve at least 12 months' growth in literacy and numeracy.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Focused on student outcomes Evidence-based and data driven to guide improvement and measure impact. Regular professional learning and fully integrated into the culture of the school.	Implementation of KWPS Agreed Teaching Practices. Continued to refine and implement our differentiated Literacy curriculum. Curriculum Day – Michelle Hutchison “Strategies for all to succeed in Literacy” (Includes a SMART Spelling Approach update) with Kialla Central	Wes Teague Tammy Holton (Curriculum Leader) Staff	Ongoing Monday April 24th	6 months: <ul style="list-style-type: none"> Classroom teachers implementing the KWPS Agreed Teaching Practices in their daily practices Consistent approach towards the teaching of spelling across the school, catering for all abilities Teaching practice modified in the adoption of Literacy strategies 12 months: <ul style="list-style-type: none"> Embedded in daily practices Teaching of literacy shared and refined in whole school PLT. 	● ● ●	Improvement in teacher practice and a more consistent teaching approach, which will enhance student achievement. This will be reflected in the schools NAPLAN and OnDemand results. The goals are outlined above.	\$2600	

						Perhaps an opportunity for the use of video to develop and share practice?		
Focus on implementing a differentiated curriculum in Literacy to improve student outcomes. Teachers using a range of data sources to guide lessons and teaching	Wes Teague & Staff			6 months: <ul style="list-style-type: none"> Student outcomes against 2017 Assessment Schedule Semester 1 Student Reports Students setting individual learning goals using student friendly criterion 	● ● ●	Student data is uploaded on SPA and spreadsheets. Teachers triangulate and analysis student results		
				12 months: <ul style="list-style-type: none"> Student outcomes against 2017 Assessment Schedule <ul style="list-style-type: none"> NAPLAN DATA Attitudes to School Survey Parent Opinion Survey Students setting individual learning goals using student friendly criterion Semester 2 Student Reports	● ● ●	Student data is uploaded on SPA and spreadsheets. Teachers triangulate and analysis student results		
Continued implementation of VCOP "Big Write" program	Tammy Holton & Staff			6 months: Staff sharing best practice in PLT Peer observation conducted	● ● ●	Moderation of writing across whole school and with KCPS		
				12 months: Staff sharing best practice in PLT Leaders observing writing in other schools and continue to refine practice.	● ● ●	Moderation of writing across whole school and with KCPS		
Continue to implement Reading Café literacy strategies.	Tammy Holton & Staff			6 months: Staff using common literacy language and strategies. Sharing of teaching practice and partnerships with local schools using Reading Café. (FISO group)	● ● ●	Classroom teachers adopting café teaching techniques	\$2000	
				12 months: Staff implementing Reading Café consistently across the school.	● ● ●	Consistent approach towards the implementation of the cafes daily 5. Evidence will be in classroom practice and reading planners.		



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Numeracy To improve student achievement in mathematics for all students Prep to Grade 6.																																																																																																										
IMPROVEMENT INITIATIVE	Building Practice Excellence Building Leadership Teams																																																																																																										
STRATEGIC PLAN TARGETS	<p>To increase the percentage of students in the top two bands in NAPLAN as follows:</p> <table border="1" data-bbox="543 468 964 699"> <thead> <tr> <th>Domain</th> <th>Year</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3</td> <td>60%</td> <td>>65%</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>60%</td> <td>>65%</td> </tr> <tr> <td>Numeracy</td> <td>3</td> <td>40%</td> <td>>45%</td> </tr> <tr> <td>Reading</td> <td>5</td> <td>23%</td> <td>>30%</td> </tr> <tr> <td>Writing</td> <td>5</td> <td>9%</td> <td>>25%</td> </tr> <tr> <td>Numeracy</td> <td>5</td> <td>40%</td> <td>>45%</td> </tr> </tbody> </table> <p>Increase the percentage of students achieving high growth on NAPLAN relative growth reports.</p> <table border="1" data-bbox="543 793 964 1024"> <thead> <tr> <th>Domain</th> <th colspan="2">Percentage of students showing high growth Gr3-5.</th> </tr> <tr> <td></td> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42.9%</td> <td>>45%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>>25%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>>30%</td> </tr> </tbody> </table> <p>AusVels data will indicate that every student will achieve at least 12 months' growth in literacy and numeracy.</p>	Domain	Year	2014	2018	Reading	3	60%	>65%	Writing	3	60%	>65%	Numeracy	3	40%	>45%	Reading	5	23%	>30%	Writing	5	9%	>25%	Numeracy	5	40%	>45%	Domain	Percentage of students showing high growth Gr3-5.			2014	2018	Reading	42.9%	>45%	Writing	14%	>25%	Numeracy	20%	>30%																																																															
Domain	Year	2014	2018																																																																																																								
Reading	3	60%	>65%																																																																																																								
Writing	3	60%	>65%																																																																																																								
Numeracy	3	40%	>45%																																																																																																								
Reading	5	23%	>30%																																																																																																								
Writing	5	9%	>25%																																																																																																								
Numeracy	5	40%	>45%																																																																																																								
Domain	Percentage of students showing high growth Gr3-5.																																																																																																										
	2014	2018																																																																																																									
Reading	42.9%	>45%																																																																																																									
Writing	14%	>25%																																																																																																									
Numeracy	20%	>30%																																																																																																									
12 MONTH TARGETS	<p>NAPLAN</p> <table border="1" data-bbox="587 1283 2718 1444"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">READING</th> <th colspan="4">WRITING</th> <th colspan="4">SPELLING</th> </tr> <tr> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>YR 3</td> <td>From 43.2%</td> <td>To 44%</td> <td>From 16.3%</td> <td>To 15%</td> <td>From 54%</td> <td>To 55%</td> <td>From 5.5 %</td> <td>To 5%</td> <td>From 40.5%</td> <td>To 42%</td> <td>From 24.4%</td> <td>To 22%</td> </tr> <tr> <td>YR 5</td> <td>From 31.8%</td> <td>To 33%</td> <td>From 13.6%</td> <td>To 12%</td> <td>From 13.6%</td> <td>To 18%</td> <td>From 18.2%</td> <td>To 16%</td> <td>From 9%</td> <td>To 15%</td> <td>From 22.8%</td> <td>To 20%</td> </tr> </tbody> </table> <table border="1" data-bbox="587 1518 2041 1680"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">GRAMMAR & PUNCTUATION</th> <th colspan="4">NUMERACY</th> </tr> <tr> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>YR 3</td> <td>From 43.2%</td> <td>To 45%</td> <td>From 5.5%</td> <td>To 5%</td> <td>From 29.7%</td> <td>To 30%</td> <td>From 2.8%</td> <td>To <5%</td> </tr> <tr> <td>YR 5</td> <td>From 36.3%</td> <td>To 38%</td> <td>From 27.4%</td> <td>To 25%</td> <td>From 18.2%</td> <td>To 20%</td> <td>From 9%</td> <td>To 7%</td> </tr> </tbody> </table>		READING				WRITING				SPELLING				Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	YR 3	From 43.2%	To 44%	From 16.3%	To 15%	From 54%	To 55%	From 5.5 %	To 5%	From 40.5%	To 42%	From 24.4%	To 22%	YR 5	From 31.8%	To 33%	From 13.6%	To 12%	From 13.6%	To 18%	From 18.2%	To 16%	From 9%	To 15%	From 22.8%	To 20%		GRAMMAR & PUNCTUATION				NUMERACY				Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		2016	2017	2016	2017	2016	2017	2016	2017	YR 3	From 43.2%	To 45%	From 5.5%	To 5%	From 29.7%	To 30%	From 2.8%	To <5%	YR 5	From 36.3%	To 38%	From 27.4%	To 25%	From 18.2%	To 20%	From 9%	To 7%
	READING				WRITING				SPELLING																																																																																																		
	Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands																																																																																																
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017																																																																																															
YR 3	From 43.2%	To 44%	From 16.3%	To 15%	From 54%	To 55%	From 5.5 %	To 5%	From 40.5%	To 42%	From 24.4%	To 22%																																																																																															
YR 5	From 31.8%	To 33%	From 13.6%	To 12%	From 13.6%	To 18%	From 18.2%	To 16%	From 9%	To 15%	From 22.8%	To 20%																																																																																															
	GRAMMAR & PUNCTUATION				NUMERACY																																																																																																						
	Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands																																																																																																				
	2016	2017	2016	2017	2016	2017	2016	2017																																																																																																			
YR 3	From 43.2%	To 45%	From 5.5%	To 5%	From 29.7%	To 30%	From 2.8%	To <5%																																																																																																			
YR 5	From 36.3%	To 38%	From 27.4%	To 25%	From 18.2%	To 20%	From 9%	To 7%																																																																																																			



RELATIVE GROWTH Year 3-5

	2016		2017	
	Low	High	Low	High
Grammar and Punctuation	40.9%	22.7%	35%	25%
Numeracy	27.3%	18.2%	25%	20%
Reading	22.7%	13.6%	20%	20%
Spelling	31.8%	22.7%	28%	24%
Writing	40.9%	13.6%	35%	15%

OnDemand

Reading				Number			
Increase top band		Decrease bottom band		Increase top band		Decrease bottom band	
2016	2017	2016	2017	2016	2017	2016	2017
	Gr. 3 50%		Gr. 3 15%		Gr. 3 30%		Gr. 3 10%
Gr. 3 71%	Gr.4 72%	Gr. 3 9 %	Gr. 4 9%	Gr. 3 29%	Gr. 4 32%	Gr. 3 6%	Gr. 4 6%
Gr. 4 46%	Gr. 5 50%	Gr. 4 21 %	Gr. 5 20%	Gr. 4 21 %	Gr. 5 25%	Gr. 4 36 %	Gr. 5 30%
Gr. 5 43 %	Gr. 6 45%	Gr. 5 22%	Gr. 6 20%	Gr. 5 29 %	Gr. 6 32%	Gr. 5 33%	Gr. 6 30%

AUSVELS

Teacher judgement data will indicate that 85% of students will achieve at least 12 months' growth in literacy and numeracy.

Attitudes to School Survey

Attitudes to School Survey to show;

Stimulating Learning increase from 3.91 to 4.20

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Focused on student outcomes Evidence-based and data driven to guide improvement and measure impact.	Curriculum Day – Andrew Douch “iPads in the classroom” (Includes individualised learning) with Kialla Central Integrated use of ICT in Numeracy to guide and differentiate teaching	Wes Teague & Staff	Friday March 10 th	6 months: Students using iPads not only as a resource but a learning device. 12 months: Attitudes to School survey indicates an improvement in stimulating learning from; 3.26 to 4.00	● ● ● ● ● ●	 Students are challenged in numeracy, regularly setting short term goals.	\$3000	

On-going and fully integrated into the culture of the school.								
	Focus on implementing a differentiated curriculum in the classroom with a focus on numeracy to improve individual student outcomes.	Staff	Pre and post unit	6 months: Students setting individual learning goals. These are recorded and parents are aware of goals and progress	● ● ●	Pre and post testing conducted to monitor student growth on topic. Staff discuss student progress in teams		
	Pre and post testing conducted to monitor student improvement and learning			12 months: Students, staff and parents have a clear, documented list of learning goals	● ● ●	Attitudes to School survey indicates an improvement in stimulating learning from; 3.26 to 4.00 Numeracy OnDemand results will show a greater than expected level of growth	\$3000	
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Improve the capacity of the school to function as a strategic organisation.																			
OTHER IMPROVEMENT MODEL DIMENSIONS		Building Leadership Teams																			
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Develop the school leadership structure to reflect enrolment trends. Attitudes to School Survey to show; <ul style="list-style-type: none"> Stimulating Learning increase from 3.91 to 4.20 Connectedness to School increase from 4.09 to 4.40 To improve the mean scores in the Students Attitudes to School Survey student moral from: <table border="1"> <tr> <td>2014</td> <td>5.52</td> </tr> <tr> <td>2018</td> <td>>5.80</td> </tr> </table> Parent Opinion Survey to show; <ul style="list-style-type: none"> Response Rate to increase from 55% to >70% Classroom Behaviour to increase from 3.56 to >4.00 <p>Results from the Staff Opinion Survey will show:</p> <table border="1"> <tr> <td></td> <td>2014</td> <td>2018</td> </tr> <tr> <td>Teacher Collaboration</td> <td>84%</td> <td>>88%</td> </tr> <tr> <td>Renewal of Knowledge & Skills</td> <td>86%</td> <td>>88%</td> </tr> </table>							2014	5.52	2018	>5.80		2014	2018	Teacher Collaboration	84%	>88%	Renewal of Knowledge & Skills	86%	>88%
2014	5.52																				
2018	>5.80																				
	2014	2018																			
Teacher Collaboration	84%	>88%																			
Renewal of Knowledge & Skills	86%	>88%																			
12 MONTH TARGETS																					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																
					Progress Status	Evidence of impact	Budget														
							Estimate	YTD													
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]															
Having clear roles and responsibilities within teams identified in staff P&D plans Professional learning for leaders A culture of high expectations and contribution within teams.	Staff work in teams across the each grade level.	Whole staff	Established prior to school starting.	6 months: Staff identified to lead areas in teams. Staff have clear expectations of roles and responsibilities articulated in P&D plans. 12 months: Staff have clear expectations of roles and responsibilities articulated in P&D plans and meet expectations.	● ● ● ● ● ●	Staff sharing workload, planning an area for their team An even contribution from all team members in each section Teams are well organised, planning documents are provided to other team members a week before the unit begins. This plan is saved in the staff shared folder															

	Continue to implement eSmart program	Pauline & Staff	ongoing	6 months: eSmart policies and practice implemented.	● ● ●	Staff professional learning and training conducted	\$2000	
				12 months: Staff, students and parents informed and practice eSmart	● ● ●	KWPS maintains eSmart accreditation		
A shared approach to professional learning and a collective sharing of skills, expertise and experience.	<ul style="list-style-type: none"> • KWPS will form a partnership with 4 other schools that encourages a shared approach to Professional Learning (PL) and a collective sharing of skills and expertise. • KWPS will communicate our PL schedule to our partnership schools and provide opportunities for staff from those schools to participate in our programs. • KWPS will utilise appropriate PL opportunities at partnership schools to build professional knowledge and expertise. • Reciprocal visits take place between partnership schools that provide teachers with an opportunity to both observe and discuss effective teaching and how they can better meet the learning needs of their students. 			6 months: <ul style="list-style-type: none"> • A partnership between KWPS and four other schools that involves a shared approach to Professional Learning (PL) and a collective sharing of skills and expertise has been developed. • Some teachers have participated in at least one professional learning/reciprocal visits with our partnership schools • Teachers can articulate the benefits to teaching practice and student learning through their participation in this new partnership. 	● ● ●	<ul style="list-style-type: none"> • Teachers will share evidence of how their engagement with partnership schools has influenced their teacher practice. 		
				12 months: <ul style="list-style-type: none"> • Schools demonstrate their commitment to shared professional learning by involving other partnership schools in their program • All teachers have participated in at least one professional learning/reciprocal visits with our partnership schools 	● ● ●	<ul style="list-style-type: none"> • Teachers will share evidence of how collaborating with teachers outside KWPS has developed their teaching practice and impacted student outcomes throughout 2017. • Building Practice Excellence through professional learning/reciprocal visits with our partnership schools will positively influence student outcomes. 		
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

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	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

