

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Willowmavin Primary School (3479)



Submitted for review by Catherine Gunn (School Principal) on 28 February, 2018 at 11:56 AM

Endorsed by Anthony Gooden (Senior Education Improvement Leader) on 28 February, 2018 at 11:56 AM

Endorsed by Suzanne Borg (School Council President) on 28 February, 2018 at 04:14 PM

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Willowmavin Primary School (3479)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To ensure that learning growth in literacy and numeracy for all students will be at or above expectation	<ul style="list-style-type: none"> In reading, writing and number low relative gain results will be at or below 25% 90% of Grade 3/4/5/6 students will maintain expected learning growth as measured by On Demand testing and teacher judgements in Reading, Writing and Number 85% of Grade 3 NAPLAN results in Reading, Writing and Number will be above National Minimum Standards 95% of Foundation students will read at RR Level 5 at the end of the year. 90% of Grade 1 students will read at RR Level 15 at the end of the year. 85% of Grade 2 students will read at RR Level 30 at the end of the year. 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>In Reading low relative gain results will decrease from 31% to NAPLAN25% In Writing low relative gain results will decrease from 7% to 5% In Numeracy low relative gain results will decrease from 8% to 5%</p> <p>Increase the percentage of Grade 3 students in the top two bands : in Reading: from 25.1% to 30% in Writing: from 31.3% to 35% in Numeracy: from 12.5% to 15%</p> <p>increase the percentage of Grade 5 student in the top two bands :</p>	Building practice excellence

			<p>in Reading from 42.9 % to 50%</p> <p>in Writing from 7.1% to 10%</p> <p>in Numeracy from 14.3% to 20%</p> <p>On Demand</p> <p>90% of Grade 3/4/5/6 students will maintain expected learning growth as measured by On Demand testing and teacher judgements in Reading, Writing and Number</p> <p>Fountis and Pinnell</p> <p>From 83% of Foundation students reading at RR Level 5 at the end of the year to 100% reading at F&P Level D (RR Level 5)</p> <p>From 68% of Grade 1 students reading at RR Level 15 at the end of the year to 85% reading at F&P Level I (RR Level 15)</p> <p>From 100% Grade 2 students reading at RR Level 30 at the end of the year to 100% reading at F&P Level M (RR Level 25)</p>	
To maintain an inclusive, safe, orderly and stimulating environment where students are engaged in their learning	<ul style="list-style-type: none"> To raise student safety and classroom behaviour as 	Yes	<p>Students Attitudes to School Survey</p> <p>To raise classroom behaviour from 60% to 75%</p>	Setting expectations and promoting inclusion

	<p>measured by the Attitudes to School Survey to above 4.4</p> <ul style="list-style-type: none"> • To raise stimulating learning as measured by the Attitudes to School Survey to above 4.5 • Reduce student absences from 17.60 to 14 • Raise "School Connectedness" in the "Attitudes to School" survey from 21.9% to 75%. 		<p>To raise student safety, managing bullying from 66% to 75%</p> <p>To raise stimulating learning from 67% to 75%</p> <p>To raise school connectedness from 54% to 75%</p> <p>Attendance: To reduce average student absences as recorded in CASES from 16.6 days to 14 days</p>	
--	--	--	--	--

Improvement Initiatives Rationale

'When schools and teachers set high expectations and develop authentic relationships, then students' confidence and commitment to education increases and the school's ethos and culture deepens.'

The student Attitudes to School Survey results show poor results in respect for diversity, sense of inclusion, sense of being connected with school, motivation and interest and effective classroom behaviour. The results show that the school is catering much better for boys than girls.

School Academic results as described by teacher judgements against the Victorian Curriculum reiterate these findings in that most cases the school did not reach targets set for 2017.

In developing a positive climate for learning, we will need to set a culture of inclusiveness, where diversity is nurtured and appreciated. The culture, based on well understood values and vision, will give rise to effective student voice, rich and authentic learning tasks and teachers competent in using high impact teaching strategies. The culture will draw together the segmented parts of the school through the investigation together of school-wide data so that all children become the responsibility of all teachers who work together to get the best learning outcomes for each child.

To ensure effective partnerships with parents, a clear and systematic process will engage them in IEPs and SSGs. The parents will become part of the school wide positive behaviours through regular updates of the development of such and opportunities for input.

The school aims to improve the climate for learning, academic achievement and community connection.

Goal 1	To ensure that learning growth in literacy and numeracy for all students will be at or above expectation
12 month target 1.1	<p>In Reading low relative gain results will decrease from 31% to NAPLAN25%</p> <p>In Writing low relative gain results will decrease from to 7% to 5%</p>

	<p>In Numeracy low relative gain results will decrease from 8% to 5%</p> <p>Increase the percentage of Grade 3 students in the top two bands : in Reading: from 25.1% to 30% in Writing: from 31.3% to 35% in Numeracy: from 12.5% to 15%</p> <p>increase the percentage of Grade 5 student in the top two bands : in Reading from 42.9 % to 50% in Writing from 7.1% to 10% in Numeracy from 14.3% to 20%</p> <p>On Demand 90% of Grade 3/4/5/6 students will maintain expected learning growth as measured by On Demand testing and teacher judgements in Reading, Writing and Number</p> <p>Fountis and Pinnell From 83% of Foundation students reading at RR Level 5 at the end of the year to 100% reading at F&P Level D (RR Level 5) From 68% of Grade 1 students reading at RR Level 15 at the end of the year to 85% reading at F&P Level I (RR Level 15) From 100% Grade 2 students reading at RR Level 30 at the end of the year to 100% reading at F&P Level M (RR Level 25)</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Implement evidence based, high-impact teaching and learning strategies across the school
KIS 2	Create and implement a whole school assessment schedule

Goal 2	To maintain an inclusive, safe, orderly and stimulating environment where students are engaged in their learning
12 month target 2.1	<p>Students Attitudes to School Survey</p> <p>To raise classroom behaviour from 60% to 75%</p> <p>To raise student safety, managing bullying from 66% to 75%</p> <p>To raise stimulating learning from 67% to 75%</p>

	<p>To raise school connectedness from 54% to 75%</p> <p>Attendance: To reduce average student absences as recorded in CASES from 16.6 days to 14 days</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Create and implement a School-Wide Positive Behaviours program