

School Annual Implementation Plan for 209 Eltham Primary School 2015

Based on Strategic Plan 2012-2015



Respect

Excellence

Compassion

Life Long Learning

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Lyn Truran</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Lachlan MacBean</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>

Strategic Direction

	Goals	Targets	One Year Targets
Achievement	To improve Literacy and Numeracy outcomes for all students	<p><u>AUSVELS [AusAUSVELS] Teacher Judgment</u></p> <p>For 60% of all students to be assessed at A or B in</p> <p>Reading, Writing, Speaking & Listening, Number & Measurement, Chance and Data by 2015.</p> <p><u>Naplan Years 3 & 5 Reading, Writing and Number</u></p> <p>Increase the percentage of students in the top three bands each year, over the period of this Strategic Plan.</p> <p>Reduce the number of students deemed capable in Years 3 & 5 in Reading, Writing, Speaking and Listening and Number in the lower two bands to zero</p>	<p><u>VELS Teacher Judgment</u></p> <p>For 60% of all students to be assessed at A or B in</p> <p>Reading, Writing, Speaking & Listening, Number & Measurement, Chance and Data by 2015.</p> <p><u>Naplan Years 3 & 5 Reading, Writing and Number</u></p> <p>Increase the percentage of students in the top three bands each year, over the period of this Strategic Plan.</p> <p>Reduce the number of students deemed capable in Years 3 & 5 in Reading, Writing, Speaking and Listening and Number in the lower two bands to zero</p>
Engagement Wellbeing	To improve Literacy and Numeracy outcomes for all students	<p><u>Parent Opinion Survey</u></p> <p>Increase the General Satisfaction score to 6.4</p> <p><u>Attitude to School Survey</u></p> <p>To increase the Student Safety mean to the Third Quartile</p>	<p><u>Parent Opinion Survey</u></p> <p>Increase the General Satisfaction score to 6.4</p> <p><u>Attitude to School Survey</u></p> <p>To increase the Student Safety mean to the Third Quartile</p>

		<p>To increase the Teacher Effectiveness, School Connectedness and Stimulating Learning to the Third Quartile</p> <p><u>Staff Opinion Survey</u></p> <p>To increase Student Motivation to the Fourth Quartile</p> <p>To increase Quality Teaching to the Third Quartile</p> <p><u>School Level Report</u></p> <p>Reduce the average student absence across the school to 12 days per student per year</p>	<p>To increase the Teacher Effectiveness, School Connectedness and Stimulating Learning to the Third Quartile</p> <p><u>Staff Opinion Survey</u></p> <p>To increase Student Motivation to the Fourth Quartile</p> <p>To increase Quality Teaching to the Third Quartile</p> <p><u>School Level Report</u></p> <p>Reduce the average student absence across the school to 12 days per student per year</p>
Pathways and Transition	Continued improvement in transition programs into, through and out of the school with an emphasis on year to year progression.	To improve the score for the Transitions variable in the Parent Opinion Survey by 2015 to 6.00	To improve the score for the Transitions variable in the Parent Opinion Survey by 2015 to 6.00

Implementation

Key Improvement Strategies	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<p>Student Learning</p> <p>Continue to further develop a consistent whole school approach to curriculum planning.</p> <p>Enhance teacher capacity and practice through the consistent development and implementation of an agreed whole school approach to teaching and learning.</p> <p>Establish collective accountability for the assessment and monitoring of progress of individual students and cohorts of students by using data to inform teacher practice.</p>	<ul style="list-style-type: none"> Continue to implement TVLC and AUSVELS, agreed whole school Literacy and Numeracy Protocols P-6 & Where practicable continue to implement the NMR Powerful Learning Strategy, introducing the 'Curiosity' component. Develop staff knowledge and understanding of the NMR Theories of Action. (TOA) Develop a planned approach to ensure that all teaching staff have access to professional learning focused on differentiated teaching focused on Literacy and Numeracy. 	<p>Professional learning at region level and at scheduled staff meetings using the Curiosity booklet.</p> <p>Protocols reviewed on a regular basis at S.I.T. grade and staff meetings to ensure consistent school wide teaching practices. Monitor use of whole school planning documents.</p> <p>Directed professional learning facilitated by external and internal experts and through network meetings.</p> <p>The Assessment schedule to include progress and success checks. Review moderation tasks and associated rubrics.</p>	<p>SIT and PLT / Level Team Leaders</p> <p>SIT/Team Leaders and Literacy and Numeracy leaders.</p> <p>SIT/Leadership</p> <p>SIT/Literacy and Numeracy Leaders</p> <p>SIT, A/R leader, Data Manager and PLT Team Leaders</p>	<p>ONGOING as well as in Professional Learning F/N Sessions.</p> <p>Term 1 and ongoing.</p> <p>Weekly PLT level curriculum meetings. Planning days each term.</p> <p>Term 1 and ongoing.</p> <p>Ongoing – F/N</p>	<ul style="list-style-type: none"> All teachers will show evidence of use of school curriculum documents in planning and practice. All staff will use the Literacy and Numeracy Protocols. Whole staff professional learning in relation to Theories of Action will be implemented at staff meetings. Differentiated teaching practice will be evident from Foundation-6.

	<ul style="list-style-type: none"> Refine the assessment schedule to include rich moderation tasks and rubrics. Use triangulated data sources to inform explicit teaching practice at the Zone of Proximal Development for each student (ZPD). Develop and implement a P-6 ICT and plan linking Literacy, Numeracy and Curiosity. Continue to implement robust professional learning teams (PLTs). 	<p>All staff members to use the ZPD spreadsheet for online numeracy testing. Training for staff in using growth tables gradeXpert</p> <p>ICT leader to liaise with Grade Leaders to establish staff competencies and construct a timeline for professional learning. Mentoring by staff and students to be a part of the professional learning.</p> <p>Continue to provide professional learning to build teacher capacity, through an agreed program of peer observation.</p>	<p>SIT/PLT Team Leaders</p> <p>SIT/ICT/Leader and PLT Team Leaders</p> <p>SIT/Leadership</p> <p>All staff</p>	<p>Term 2 and 3</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>	<ul style="list-style-type: none"> All staff are using the EPS Assessment and Reporting Schedule with specific time allocated to moderation across PLTs. Rich moderation tasks and rubrics are used to assess learning. Teachers effectively use data to inform all planning and teaching at the ZPD. All staff use the ICT Plan in their teaching with appropriate ICT resources to support learning. Each staff member has an iPad. Purchase of iPads and APPS across the school – Foundation-4. PLTs will be active and effective in implementing the Strategic Plan.
<p><u>Student Engagement and Wellbeing</u></p> <ul style="list-style-type: none"> Continued improvement in student wellbeing and engagement with an emphasis on <u>resilience</u> and <u>positive</u> social behaviours. 	<ul style="list-style-type: none"> Implement 'You Can Do It' Program in school planning documentation P-6 with a focus on resilience. 	<p>You Can Do It Lessons to be timetabled at a minimum of 1 hour a week.</p> <p>Whole school days throughout the year with a common focus.</p>	<p>SIT, PLT, Team Leaders and individual teachers.</p> <p>SIT/Personal Learning Leader to organise in liaison with staff.</p> <p>SIT/Personal Learning Leader</p>	<p>Planning at AusVELS and planning days.</p> <p>As determined by SIT/staff.</p> <p>Term 2</p>	<ul style="list-style-type: none"> Students model through their daily interactions greater resilience and positive social behaviours. The staff recognises and reward resilience and positive social behaviours.

<ul style="list-style-type: none"> To improve student attendance. To promote school connectedness through increased student voice. 	<ul style="list-style-type: none"> Provide professional learning for staff in the You Can Do It Program and other programs relating to student wellbeing. Provide additional You Can Do It Resources at the classroom level. Utilise the “It’s Not OK to be Away” and “Every Day Counts” ideas as the basis to address student absence, and include elements from the Effective Schools are Engaging Schools Guidelines where relevant. Continue to educate parents in the benefits of regular school attendance and communicate the school’s processes and procedures. Staff is cognisant of the framework and timeline for implementation of the eSmart program. Develop and improve student voice through feedback and evaluation of their own learning across the school Foundation-6. 	<p>Organise professional learning session, especially for new staff.</p> <p>Ensure attendance rolls are marked accurately. Children who are late/absent monitored and parents contacted if there is a pattern of absenteeism or lateness.</p> <p>Inform parents through the school newsletters and other notes.</p> <p>Protocols and procedures outlined to staff, parents and students.</p> <p>Establish a committee to implement the eSmart framework.</p> <p>Through the Level newsletters and at assemblies.</p> <ul style="list-style-type: none"> Use a range of expertise and programs to provide student voice and leadership training. 	<p>SIT/All staff</p> <p>Classroom teachers</p> <p>Leadership</p> <p>Assistant Principal and eSmart Committee</p> <p>SIT, Leadership and staff</p> <p>Student Leadership Coordinator and SIT</p> <p>PLT/Team Leaders</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Twice per term</p>	<ul style="list-style-type: none"> Staff will show evidence of You Can Do It Implementation in planning and practice. Staff consistently implemented the procedures to deal with student lateness and absence. Increase in the number of students attending school and arriving on time. The school will meet the planning criteria across the six domains of the eSmart Framework. Student voice (i.e. Theory of Action 4) is incorporated into teaching strategies. Students will have access to greater opportunities to develop leadership capacity e.g. Student Leaders, Student Roles and responsibilities. The community demonstrates greater awareness of extra-curricular programs and activities as evidenced in the Parent Opinion Survey.
<p><u>Student Pathways and Transitions</u> Continued improvement in transition programs into, through and beyond the school with an emphasis on year to year progression, particularly between year AusVELS.</p>	<ul style="list-style-type: none"> Monitor the effectiveness of transition procedures by seeking feedback from teachers, students and parents. Review and improve documentation and communication regarding 	<p>Through informal and formal meetings with parents and student leaders from each PLT/AUSVELS level. Through the Parent Survey.</p> <p>Timeline constructed to review all documentation.</p> <p>Through the Parent Handbook</p>	<p>Team Leaders</p> <p>All staff</p> <p>Transition Coordinators</p>	<p>At the conclusion of transition events throughout the year.</p> <p>Term 3</p> <p>Commence in Term 1</p> <p>The end of Term 3 Planning Day</p>	<ul style="list-style-type: none"> Transition sessions will be more engaging and purposeful for students. All students are participating in consistent transition activities between year AusVELS. All documentation has been

	<p>transition for the school community.</p> <ul style="list-style-type: none"> Expand the current Transition program between year AusVELS. Continue to introduce consistent documentation and activities for transition sessions between year AusVELS. The year to year Transition program will be evaluated at the end of each year with feedback sought from the students. As part of succession planning, transition coordinators to provide clear documentation regarding all transition processes. Continue to communicate with key staff at Eltham High School to maximise relevant reciprocal curriculum opportunities e.g. Indonesian, Science. 	<p>and the EPS website.</p> <p>Increase the length of each Transition session time from 1 hour to 2 hours.</p> <p>An agreed format to be used to obtain feedback from staff and students.</p> <p>All transition documents to be stored in a central folder on S-Drive. New transition coordinators to be inducted in relation to timelines and documentation.</p> <p>Through personal contact with Eltham High School, e.g. Principal, the Indonesian Language Support program.</p>	<p>Website Coordinator</p> <p>Team Leaders, classroom teachers and students</p> <p>Transition Coordinators</p> <p>Transition Coordinators</p> <p>Principal</p> <p>Indonesian teacher and Science Leader. Transition Coordinators</p>	<p>The end of Term 3</p> <p>Planning Days</p> <p>At the final transition session in December</p> <p>During handover at the commencement of the school year</p> <p>Scheduled agreed meetings</p>	<p>reviewed with recommended improvements.</p> <ul style="list-style-type: none"> Year to year Transition sessions will increase from 3 x 1 hour sessions dependent on feedback. Students have greater input into the year to year Transition program. Transition Coordinators have a clear understanding of their role and associated responsibilities. Further opportunities are identified and implemented to promote the preschool/primary and primary/secondary school connection.
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