

Annual Implementation Plan 2014

Gladstone Park Primary School

5007

Based on Strategic Plan developed for 2012 - 2015



Endorsement by School Principal	Signed..... (Principal's signature) Name: Tony Malgioglio Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name: Nicole Bell Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<i>To improve student outcomes in Literacy, Numeracy and the broader curriculum.</i>	<p><i>End of 2015 English and Mathematics (all dimensions) <u>NAPLAN targets:</u></i></p> <p><i>Year 3</i></p> <ul style="list-style-type: none"> • <i>85% above Band 3</i> • <i>50% above Band 4</i> <p><i>Year 5</i></p> <ul style="list-style-type: none"> • <i>85% above Band 5</i> • <i>50% above Band 6</i> <p><i>Matched cohort growth to be 100% of state mean growth</i></p> <p><i>End Year 2015 English EOI dimensions: Prep – Yr 2:</i></p> <ul style="list-style-type: none"> • <i>85% at or above Group 3</i> <p><i>Achieve a yearly increase in the proportion of students assessed as being at or above the appropriate level (from a base identified during 2013)</i></p>	<ul style="list-style-type: none"> ▪ <i>To have all students make at least between 1 to 1.5 years' progress annually in Literacy and Numeracy.</i> ▪ <i>To decrease the number of students performing below the expected levels (NAPLAN & Ausvels).</i>

<p>Student Engagement and Wellbeing</p>	<p><i>To improve the levels of student engagement in their learning and feelings of wellbeing as reflected in their attitudes to school, their positive behaviours and their learning outcomes</i></p> <p><i>To improve student attendance across all year levels.</i></p>	<p>Student Attitudes to School Survey scores for the following measures by 2015:</p> <ul style="list-style-type: none"> • <i>Student Wellbeing: 6.0</i> • <i>School Connectedness; to be at or above 4.40 for both girls and boys</i> • <i>Student Motivation; to be at or above 4.65 for both girls and boys</i> • <i>Classroom behaviour: to be at 3.5</i> • <i>Student Safety to be at 4.4</i> <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> • <i>Student Safety score at 5.9</i> <i>Student Motivation score at 6.0</i> • <i>School Connectedness score at 6.0</i> <p>Staff Survey: <i>Achieve scores on</i></p> <ul style="list-style-type: none"> • <i>Student Motivation at 80</i> • <i>Student Misbehaviour at 30</i> • <i>Student Decision making at 69</i> <p>Attendance:</p> <ul style="list-style-type: none"> • <i>Achieve average student absences at 12.00 days per year.</i> <p><i>Reduce Prep absence by 3 days per student</i></p>	<p>Attendance</p> <ul style="list-style-type: none"> ▪ <i>To reduce the mean P-6 absence levels to the state mean.</i> <p>Attitudes to School</p> <ul style="list-style-type: none"> ▪ <i>Improve the Student Attitude to School survey measures for Student Wellbeing, School Connectedness, Student Motivation, Classroom Behaviour and Student Safety to above state means.</i> <p>Staff Opinion</p> <p><i>Raise the percentage ranks in Student Motivation, Student Behaviour and Student Decision-making to state mean.</i></p>
<p>Student Pathways and Transitions</p>	<p><i>To improve student transitions at all levels</i></p>	<ul style="list-style-type: none"> • <i>To achieve better than 85% parent approval on items related to Transitions on the Parent Opinion Survey</i> 	<ul style="list-style-type: none"> • <i>Maintain and/or raise the percentage ranks achieved in the Parent Opinion Survey in the area of <i>Transitions</i>.</i>

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, 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><u>Student Learning:</u></p> <p><i>Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy teaching</i></p>	<p>Foster high expectations and promote ongoing instructional improvement.</p> <p>Lessons structured around a set of school-based non-negotiable protocols, including:</p> <ul style="list-style-type: none"> – <i>Setting explicit learning intentions;</i> – <i>Making learning tasks purposeful, clearly defined, differentiated and challenging;</i> – <i>Success criteria displayed and understood by students;</i> – <i>Employing high order questioning to deepen student understanding;</i> – <i>Employing high reliability teaching strategies</i> – <i>Providing Teacher - Student - Teacher feedback connected to data</i> <p>Continue to implement a peer observation schedule with a specific focus in 2014 on the teaching of mathematics</p> <p>Professional Learning Teams focus further on improved teacher assessment practices and a deeper understanding of AusVELS progression points-particularly in mathematics.</p> <p>Provide whole staff PD on the mathematics curriculum content</p>	<p>Leadership & SIT meet weekly to monitor whole school teaching & learning</p> <p>Appoint new PLT leaders.</p> <p>Leadership PD sessions for:</p> <ul style="list-style-type: none"> • <i>PLT leaders</i> • <i>Professional Learning Teams</i> • <i>Data Manager</i> <p>Provide formalised shared planning time for PLTs to reflect on data and focus on improving student outcomes.</p> <p>All teachers to participate in a minimum of 2 Triads</p> <p>SIT to conduct a minimum of 2 instructional rounds.</p> <p>Student Free Day</p>	<p>Principal/AP/SIT</p> <p>Principal/AP/SIT</p> <p>Assistant Prin</p> <p>All teachers</p> <p>All teachers</p> <p>SIT</p> <p>Maths Team</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Terms 2 & 4.</p> <p>Terms 1 & 3</p> <p>Term 2</p>	<ul style="list-style-type: none"> • School structures, roles and responsibilities clearly articulated and aligned with school improvement priorities, ie School Improvement Team, PLTs, Data Manager. • The Key elements of the Powerful Learning Strategy increasingly understood and embedded across the school. • Professional Learning Teams meeting regularly evidenced by documented curriculum and effective organisation of the instructional program. • PLT planning for student learning is routinely informed by: <ul style="list-style-type: none"> -Ausvels -School based Literacy & Numeracy Plans -School based assessment schedule -PLT learning logs(1 per term for Reading, Writing & Maths)

<p>Target and monitor cohorts of students to ensure required progress in Literacy and Numeracy</p>	<p>Yearly review of the school's assessment schedule.</p> <p>Continued development and ongoing monitoring of year-level student achievement data bases.</p> <p>Increased use of The SPA by PLTs and individual teachers to monitor progress and pinpoint students' zones of proximal development</p> <p>Ensure the provision of effective intervention and extension programs.</p> <p>Implement NMR Wannick Strategy</p>	<p>Leadership & SIT to maintain regular and detailed oversight of every student's performance.</p> <p>Professional Learning Teams meet weekly to analyse student achievement data and plan for differentiated learning.</p> <p>Employ tutor for 0.05EFT</p>	<p>Data Manager</p> <p>SIT</p> <p>Leadership</p> <p>All teachers</p> <p>PLT Leaders</p> <p>AP/ Lit Coord.</p> <p>EAL Coordinator</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p> <p>Terms 3-4</p> <p>Terms 2 - 4</p>	<ul style="list-style-type: none"> Evidence of effective use of data to plan instruction at all year levels. PLTs monitor student progress, differentiate into high, medium and low and plan instruction accordingly- Learning Logs. Evidence of consistently applied assessment schedules including the use of On Demand testing and systematic moderation of teacher judgements. Evidence of greater alignment between teacher judgements and external assessment. KELP developed for each Koorie student by the end of term 1, 2014. Parents/ guardians of Koorie students are involved in the KELP process. Teachers and leadership team know the progress the Koorie students are making.
<p>Documented curriculum</p>	<p>Review of the school's documented curriculum to incorporate AusVels.</p> <p>Continued monitoring of literacy and numeracy plans and policies</p> <p>Review of school's inquiry scope and sequence to include specific reference to Science and Humanities AusVELS domains</p>	<ul style="list-style-type: none"> Staff to meet fortnightly to review documented curriculum. Restructure curriculum teams to include Science and Humanities 	<p>Curriculum Coordinators Group</p> <p>Literacy and Numeracy Committees</p>	<p>Terms 1 & 2</p> <p>Term 1</p> <p>Term 1 - 3</p>	<p>Evidence of teaching program being referenced to AusVels.</p>

<p><u>Student Engagement and Wellbeing:</u> <i>Continue to provide a safe, secure and nurturing environment for students</i></p>	<p>Continue to promote the school mantra- 'Achieving Excellence' and values- 'Respect, Honesty, Responsibility, Cooperation & Unity'</p> <p>Articulate high expectations to all members of the school community</p> <p>Maintain a curriculum approach to building cooperative values and resilience across the school</p>	<p>Staff and students to continue to explore what 'Achieving Excellence' means and looks like...</p> <ul style="list-style-type: none"> <i>In teaching & learning within the classroom,</i> <i>In our interaction with students and parents,</i> <p>Continued commitment to a time-tabled School Values program e.g. <i>You Can Do It</i></p>	<p>Principal & AP</p> <p>All staff</p> <p>Principal</p> <p>All classroom teachers</p>	<p>Day 1</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Students and staff clearly able to articulate what excellence looks like throughout the school. Evidence of a respectful and orderly climate in all classrooms and the school grounds.
<p><i>Maintain, review and regularly promote the current student engagement policy</i></p>	<p>Ensure all parents and students are made aware of the policy.</p> <p>Update policy to include new Student Engagement and Inclusion guidelines</p>	<ul style="list-style-type: none"> Use class time to work through engagement policy with students Promote the policy regularly through the newsletter Use Area Manager meetings to update policy 	<ul style="list-style-type: none"> All Staff Assistant principal Assistant Principal and Area Managers 	<ul style="list-style-type: none"> Term 1 Ongoing Term 2 & 3 	<ul style="list-style-type: none"> Evidence of increased parental support for school policy. Improved approval ratings in the Student Attitudes to School Survey (<i>Student Morale & Student Distress</i>) and Parent Opinion Survey. Updated policy produced

<p>Monitor trends in student attendance with particular reference to Preps</p>	<p>Continue to promote attendance through positive reward programs and other attendance awareness strategies</p> <p>Review current protocols in relation to attendance and institute an agreed, consistent and clear school-wide approach to absence follow-up</p>	<ul style="list-style-type: none"> • Continue to implement initiatives such as 'Prep First 100 days' and 'Attendance Stars'- using school assemblies and newsletters to celebrate milestones. • Close monitoring of habitual absentees • Include information about attendance in Parent Information Handbook, School Newsletter, etc 	<ul style="list-style-type: none"> • Welfare Committee • Principal • Assistant Prin • Welfare Committee • Assistant Prin 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Decrease in student absenteeism • Improved punctuality • Improved approval rates in the Student Attitudes to School Survey (<i>School Connectedness & Student wellbeing</i>)
<p>Continue to build the student leadership program</p>	<p>Affirm the school's commitment to developing credible student leadership and encouraging student voice.</p>	<ul style="list-style-type: none"> • Appoint: <ul style="list-style-type: none"> – <i>School Captains</i> – <i>House Captains</i> – <i>Junior School Council</i> • Continue to allocate a student leadership coordinator role supported by a school budget. • Involve student leaders in whole school activities including decision-making forums. 	<p>Principal</p> <p>Student Leadership Coordinator</p> <p>Coordinator</p> <p>Principal</p>	<p>School Captains appointed end of previous year</p> <p>Early term 1</p>	<p>Improved approval rates in the Student Attitudes to School Survey (<i>School Connectedness & Student wellbeing</i>)</p>

		<ul style="list-style-type: none"> • PLTs to meet across year levels 			
<p><u>Equity Funding</u></p> <ul style="list-style-type: none"> • <i>EAL (English as an Additional Language)</i> • <i>PSD (Program for students with disabilities)</i> • <i>Student Family Occupation</i> 	<p>Allocate equity funding effectively to ensure the best opportunities are provided for special needs students through engagement of appropriate personnel and their effective deployment into support programs and organisation</p>	<ul style="list-style-type: none"> • Support EAL students through Developmental Curriculum, Bridges, Speech Path. & lit. support programs • Provide integration support for classroom programs and individual student needs • Locally-employed Speech Path. and Psych. • SFO (Student Family Occupation) – provide welfare programs that support parents as well as students. 	<ul style="list-style-type: none"> • Assistant Principal • EAL Coordinator • Assistant Principal • Assistant Principal • Assistant Principal 	<p>On-going</p>	<ul style="list-style-type: none"> • All students requiring intervention support or services are catered for • Measurable improvement in student achievement