

School Annual Implementation Plan for 0283 Grovedale Primary School 2015

Based on Strategic Plan 2015-2018



Endorsements

Endorsement by School Principal	Signed..... Name.....Mrs Kathy Wesolowski..... Date.....23 rd March 2015.....
Endorsement by School Council	Signed..... Name.....Mr Russell Read..... Date.....23 rd March 2015..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Strategic Direction

	Goals	Targets	One Year Targets																																																																								
Achievement	Improve student outcomes in Literacy and Numeracy	<p>By 2018 teacher assessment against AusVELS and summative assessment tools will indicate all students deemed capable growing at or better than the expected rate of growth, according to the required standards and measures used in assessments carried out including:</p> <p>NAPLAN Reading, Writing and Number</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>All students to be at or above Band 3</td> <td>All students to be at or above Band 3</td> <td>All students to be at or above Band 3</td> </tr> <tr> <td>2014</td> <td>89%</td> <td>83%</td> <td>78%</td> </tr> <tr> <td>3</td> <td>25% or more in Bands 5 & 6</td> <td>25% or more in Bands 5 & 6</td> <td>25% or more in Bands 5 & 6</td> </tr> <tr> <td>2014</td> <td>28%</td> <td>23%</td> <td>16%</td> </tr> <tr> <td>5</td> <td>All students to be at or above Band 5</td> <td>All students to be at or above Band 5</td> <td>All students to be at or above Band 5</td> </tr> <tr> <td>2014</td> <td>85%</td> <td>62%</td> <td>73%</td> </tr> <tr> <td>5</td> <td>25% or more in Bands 7 & 8</td> <td>25% or more in Bands 7 & 8</td> <td>25% or more in Bands 7 & 8</td> </tr> <tr> <td>2014</td> <td>35%</td> <td>6%</td> <td>12%</td> </tr> </tbody> </table>	Year Level	Reading	Writing	Number	3	All students to be at or above Band 3	All students to be at or above Band 3	All students to be at or above Band 3	2014	89%	83%	78%	3	25% or more in Bands 5 & 6	25% or more in Bands 5 & 6	25% or more in Bands 5 & 6	2014	28%	23%	16%	5	All students to be at or above Band 5	All students to be at or above Band 5	All students to be at or above Band 5	2014	85%	62%	73%	5	25% or more in Bands 7 & 8	25% or more in Bands 7 & 8	25% or more in Bands 7 & 8	2014	35%	6%	12%	<p>NAPLAN Reading, Writing and Number</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>All students to be at or above Band 3</td> <td>All students to be at or above Band 3</td> <td>All students to be at or above Band 3</td> </tr> <tr> <td>2015</td> <td>90%</td> <td>85%</td> <td>80%</td> </tr> <tr> <td>3</td> <td>25% or more in Bands 5 & 6</td> <td>25% or more in Bands 5 & 6</td> <td>25% or more in Bands 5 & 6</td> </tr> <tr> <td>2015</td> <td>28%</td> <td>25%</td> <td>20%</td> </tr> <tr> <td>5</td> <td>All students to be at or above Band 5</td> <td>All students to be at or above Band 5</td> <td>All students to be at or above Band 5</td> </tr> <tr> <td>2015</td> <td>90%</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>5</td> <td>25% or more in Bands 7 & 8</td> <td>25% or more in Bands 7 & 8</td> <td>25% or more in Bands 7 & 8</td> </tr> <tr> <td>2015</td> <td>35%</td> <td>15%</td> <td>15%</td> </tr> </tbody> </table>	Year Level	Reading	Writing	Number	3	All students to be at or above Band 3	All students to be at or above Band 3	All students to be at or above Band 3	2015	90%	85%	80%	3	25% or more in Bands 5 & 6	25% or more in Bands 5 & 6	25% or more in Bands 5 & 6	2015	28%	25%	20%	5	All students to be at or above Band 5	All students to be at or above Band 5	All students to be at or above Band 5	2015	90%	70%	75%	5	25% or more in Bands 7 & 8	25% or more in Bands 7 & 8	25% or more in Bands 7 & 8	2015	35%	15%	15%
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AusVELS Reading, Writing and Number

Year Level	Reading	Writing	Number
Prep	All students to be at or above 0.5	All students to be at or above 0.5	All students to be at or above 0.5
2013	92%	92%	92%
2014	93%	93%	93%
Yr 1	All students to be at or above 1.0	All students to be at or above 1.0	All students to be at or above 1.0
2013	97%	97%	97%
2014	98%	98%	98%
Yr 2	All students to be at or above 2.0	All students to be at or above 2.0	All students to be at or above 2.0
2013	97%	97%	97%
2014	96%	96%	96%
Yr 3	All students to be at or above 3.0	All students to be at or above 3.0	All students to be at or above 3.0
2013	97%	97%	97%
2014	95%	95%	95%
Yr 4	All students to be at or above 4.0	All students to be at or above 4.0	All students to be at or above 4.0
2013	97%	97%	97%
2014	97%	97%	97%
Yr 5	All students to be at	All students to be at	All students to be at

AusVELS Reading, Writing and Number

Year Level	Reading	Writing	Number
Prep	All students to be at or above 0.5	All students to be at or above 0.5	All students to be at or above 0.5
2015	95%	95%	95%
Yr 1	All students to be at or above 1.0	All students to be at or above 1.0	All students to be at or above 1.0
2015	99%	99%	99%
Yr 2	All students to be at or above 2.0	All students to be at or above 2.0	All students to be at or above 2.0
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2015	98%	98%	98%
Yr 5	All students to be at or above 5.0	All students to be at or above 5.0	All students to be at or above 5.0
2015	98%	98%	98%
Yr 6	All	All	All

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<p>Wellbeing</p>	<p>Enrich the learning environment to improve outcomes for all students.</p>	<p>By 2018, the Student Opinion Survey will highlight an improvement in the mean scores responses related to student relationships and wellbeing.</p> <p>Attitudes to School Survey</p> <table border="1" data-bbox="981 443 1424 705"> <thead> <tr> <th>Year</th> <th>Variable</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>5/6</td> <td>Classroom Behaviour</td> <td>3.79</td> </tr> <tr> <td></td> <td>Connectedness to Peers</td> <td>4.31</td> </tr> <tr> <td></td> <td>Student Safety</td> <td>4.52</td> </tr> <tr> <td></td> <td>Student Distress</td> <td>6.02</td> </tr> <tr> <td></td> <td>Student Morale</td> <td>5.78</td> </tr> </tbody> </table> <p>Parent Opinion Survey</p> <table border="1" data-bbox="981 769 1424 1031"> <thead> <tr> <th>Year</th> <th>Variable</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>P-6</td> <td>Reach the state average in all School Climate areas</td> <td>Average score 5.3</td> </tr> <tr> <td>P-6</td> <td>Reach the state average in all Student Behaviour areas</td> <td>Average score 4.3</td> </tr> </tbody> </table>	Year	Variable	2014	5/6	Classroom Behaviour	3.79		Connectedness to Peers	4.31		Student Safety	4.52		Student Distress	6.02		Student Morale	5.78	Year	Variable	2014	P-6	Reach the state average in all School Climate areas	Average score 5.3	P-6	Reach the state average in all Student Behaviour areas	Average score 4.3	<p>Attitudes to School Survey</p> <table border="1" data-bbox="1516 443 1960 705"> <thead> <tr> <th>Year</th> <th>Variable</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>5/6</td> <td>Classroom Behaviour</td> <td>3.80</td> </tr> <tr> <td></td> <td>Connectedness to Peers</td> <td>4.35</td> </tr> <tr> <td></td> <td>Student Safety</td> <td>4.55</td> </tr> <tr> <td></td> <td>Student Distress</td> <td>6.05</td> </tr> <tr> <td></td> <td>Student Morale</td> <td>5.80</td> </tr> </tbody> </table> <p>Parent Opinion Survey</p> <table border="1" data-bbox="1516 769 1960 1031"> <thead> <tr> <th>Year</th> <th>Variable</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>P-6</td> <td>Reach the state average in all School Climate areas</td> <td>Average score</td> </tr> <tr> <td>P-6</td> <td>Reach the state average in all Student Behaviour areas</td> <td>Average score</td> </tr> </tbody> </table>	Year	Variable	2015	5/6	Classroom Behaviour	3.80		Connectedness to Peers	4.35		Student Safety	4.55		Student Distress	6.05		Student Morale	5.80	Year	Variable	2015	P-6	Reach the state average in all School Climate areas	Average score	P-6	Reach the state average in all Student Behaviour areas	Average score
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<p>Productivity</p>	<p>Effectively use and maximise the financial, physical and human resources available</p>	<p>By 2018 all students will receive the appropriate allocation of resources as evidenced by School Financial Data report.</p> <p>By 2018, the Staff Survey will reach the state average in the following areas: Teacher Collaboration: (2014)</p> <table border="1" data-bbox="981 1305 1424 1369"> <thead> <tr> <th>Whole School</th> <th>All Primary schools</th> <th>Prin/Tchr</th> <th>All Primary Prin/Tchr</th> </tr> </thead> <tbody> <tr> <td>531</td> <td>526</td> <td>514</td> <td>525</td> </tr> </tbody> </table>	Whole School	All Primary schools	Prin/Tchr	All Primary Prin/Tchr	531	526	514	525	<p>In 2015, we will improve the results of the Staff Opinion Survey from 2014, specifically the Teacher Collaboration and Collective Focus on Student Learning variables, by at least 5%.</p>																																														
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Collective Focus on Student Learning (2014)

Whole School	All Primary schools	Prin/Tchr	All Primary Prin/Tchr
505	531	521	530

Collective Efficacy:

Whole School	All Primary schools	Prin/Tchr	All Primary Prin/Tchr
514	532	521	530

By 2018, the Parent Opinion Survey Survey will reach the state average in the following areas:

School Improvement:

2014	School Mean
School Improvement	4.91
Classroom Behaviour	3.75

In 2015, the Parent Opinion Survey Survey will improve in the following areas:

School Improvement:

2015	School Mean
School Improvement	4.95
Classroom Behaviour	3.80

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>Achievement</p> <p>Develop leadership capacity through a distributed leadership structure that supports a professional learning community to enable every teacher to be a leader of learning.</p> <p>Improve the consistency of teacher assessment judgements and the confidence to grade students accurately.</p> <p>Build on the current effective school practices by developing a professional learning</p>	<ul style="list-style-type: none"> Focus on Professional Learning for Number- Mick Ymer Focus on data analysis- NAPLAN, On Demand, AusVELS, Maths Interview, EOI. Identify high and low achieving students. Peer observations continue throughout the 	<ul style="list-style-type: none"> PD budget Meeting structure to support data analysis-monthly CASES and SPA data-previous and current years Within teacher APT time 	<ul style="list-style-type: none"> Whole staff Whole staff Principal Class Whole Staff All teaching staff 	<ul style="list-style-type: none"> Curriculum Days, May 1st and 27th July Graduate teachers to Mick Ymer PD on 17th March Ongoing Beginning and mid-year Monthly 	<ul style="list-style-type: none"> Teachers undertake Professional learning through PLT's and whole school curriculum days related to Mathematics. Data analysis through SPA shows expected growth. Students in years 3-6 track their own On Demand data ILP's in place for all students identified as achieving below expected level or at least 1 year above expected level. Peer observation process documented,

<p>community.</p> <p>Build morale by communicating the school's achievements.</p>	<p>school.</p> <ul style="list-style-type: none"> • Introduce a Literacy Intervention Program in Year One with identified students • Develop a short narrative outlining the school's achievements and communicate it often to students, staff and parents. 	<ul style="list-style-type: none"> • One-on-one withdrawal program • Input from students, staff and parents- School Council, class newsletters, surveys, assembly etc. 	<ul style="list-style-type: none"> • Assistant Principal • Whole school community 	<ul style="list-style-type: none"> • Daily with identified Year 1 students • Ongoing, as often as possible 	<p>used and discussed at PLT mtgs and in the performance development process.</p> <ul style="list-style-type: none"> • Improved Literacy outcomes for identified students. • Improved Parent Opinion Survey data on School Improvement variable
<p>Engagement</p> <p>Strengthen student voice by shifting the focus of student leadership from wellbeing and extracurricular activities to a focus on learning. Students to become leaders in their learning.</p>	<ul style="list-style-type: none"> • Expand student voice in learning through goal setting, conferencing and peer observation. • Undertake 3 way conferences early in the year and mid-year to set learning goals and success criteria for all 	<ul style="list-style-type: none"> • Trialling an agreed format for Student –Led Conferences (documented) • Meeting schedule to reflect time allocated 	<ul style="list-style-type: none"> • Principal Class and Teaching staff 	<ul style="list-style-type: none"> • Student- Led Conferences on March 2, 2015 , with second session in June 2015 to reflect on learning goals and set new ones 	<ul style="list-style-type: none"> • All students have current Literacy and Numeracy goals that are regularly reflected upon and shared with parents and discussed with students.

	<ul style="list-style-type: none"> students. Communicate individual and school achievements at Learning Expos and school assemblies. Introduction of School Wide Positive Behaviour Program 	<ul style="list-style-type: none"> School visits to mentor schools PLT time allocated to SWPB PD Leadership team as SWPB leaders SWPB Budget allocated 	<ul style="list-style-type: none"> Whole school community Leadership Team All staff 	<ul style="list-style-type: none"> Assembly each week and Expos each term Ongoing throughout 2015 	<ul style="list-style-type: none"> Regular celebration of student learning Construction of a matrix for students, staff and parents around expectations for SWPB.
<p>Wellbeing</p> <p>Use the agreed values and beliefs of the school; Respect, Responsibility and Safety, to underpin a preventative approach to behaviour that develops the citizenship of students.</p> <p>Implementation of <i>School Wide Positive Behaviours</i> (SWPB)</p>	<ul style="list-style-type: none"> Embed consistency of practice and common positive language and behaviours in all aspects of the school. Use the agreed values and beliefs of the school; Respect, Responsibility and Safety, to underpin a preventative approach to behaviour that 	<ul style="list-style-type: none"> Utilise the 'Starting Right' program at the beginning of each semester in each classroom Implement SWPB across the school Involve students in the construction of the SWPB matrix and hold them to account for their behaviour Professional development for staff through the 	<ul style="list-style-type: none"> Leadership team and all staff 	<ul style="list-style-type: none"> Ongoing throughout the year 	<ul style="list-style-type: none"> School values statement to be ratified by school council. Communicate the improvement in behaviour management and student safety to parents and the community at school council and in school newsletters.

	develops the citizenship of students. <ul style="list-style-type: none"> • Introduction of (SWPB) 	PLT and school visits			
<p>Productivity</p> <p>Consider resourcing professional learning to support the implementation of Professional Learning Communities and School Wide Positive Behaviours.</p> <p>Decide on a literacy intervention program to cater for the small number of students entering school who are considered at risk in oral language and literacy.</p>	<ul style="list-style-type: none"> • Utilising the leadership capacity of teachers to lead collaborative teams. • Review the roles and responsibilities of leaders and staff. • Introduce a Literacy Intervention Program. 	<ul style="list-style-type: none"> • Leadership Team meetings focused on leading teams • Professional learning for team leaders, including professional reading • Coaching for team leaders • Documented roles and responsibilities for all staff • One-on-one withdrawal program 	<ul style="list-style-type: none"> • Principal Class and Team Leaders • All staff • Assistant Principal 	<ul style="list-style-type: none"> • Ongoing • Beginning of the year • Daily with identified Year 1 students 	<ul style="list-style-type: none"> • Communicate the school story of achievements to the school community. • Improved Staff Opinion Survey results • Monitor and track student Literacy data at Year 1 level.