


Annual Implementation Plan 2015

Upper Plenty Primary School

1244

Based on Strategic Plan developed for 2013 - 2016

<p>Endorsement by School Principal</p>	<p>Signed  (Principal's signature)</p> <p>Name: Kim Laffan</p> <p>Date:</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name:</p> <p>Date:</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>1. To improve student learning outcomes for all students in English and Mathematics and at the same time narrow the gap between the lowest and highest achievers.</p>	<p>1. By 2016 in NAPLAN no student (who deemed capable), will be below the NMS in literacy and numeracy.</p> <p>2. By 2016 the mean scaled scores in NAPLAN to improve:</p> <ul style="list-style-type: none"> □□reading in year 5 to show an upward trend and reach 515 □□reading in year 3 to show an upward trend and reach 440 □□writing in year 5 to show an upward trend and reach 500 □□writing in year 3 to show an upward trend and reach 450 □□numeracy in year 5 to show an upward trend and reach 505 □□numeracy in year 3 to show an upward trend and reach 425 □□spelling and grammar and punctuation to show an upward trend from 2012 outcomes. <p>3. Teacher Judgments against the VELS (AusVELS) to indicate by 2016 a higher proportion of students achieving in the upper two levels in literacy and numeracy than in 2012.</p> <p>4. Teacher Judgments against the VELS (AusVELS) to indicate by 2016 a lower proportion of students achieving in the lower two levels in literacy and numeracy than in 2012</p>	<p>1. By end of 2015 in NAPLAN 95% of student (who are deemed capable) will be at or above the NMS in literacy and numeracy in both grade 3 and 5</p> <p>2. By end of 2015 the mean scaled scores in NAPLAN to improve:</p> <ul style="list-style-type: none"> □□reading in year 5 to show an upward trend and reach 515 □□reading in year 3 to show an upward trend and reach 450 □□writing in year 5 to show an upward trend and reach 490 □□writing in year 3 to show an upward trend and reach 440 □□numeracy in year 5 to show an upward trend and reach 490 □□numeracy in year 3 to show an upward trend and reach 440 □□spelling and grammar and punctuation to show an upward trend from 2014 outcomes. <p>3. Teacher Judgments against the VELS (AusVELS) to indicate by end of 2015 a higher proportion of students achieving in the upper two levels in literacy and numeracy than in 2013.</p> <p>4. Teacher Judgments against the VELS (AusVELS) to indicate by end of 2015 a lower proportion of students achieving in the lower two levels in literacy and numeracy than in 2014</p>
Student Engagement and Wellbeing	<p>1. To enhance the engagement and wellbeing of all students with a focus on improving student engagement in learning.</p>	<p>In the Attitudes to School Survey by 2016:</p> <ol style="list-style-type: none"> 1. Improve the trend for teacher effectiveness from 4.40 to 4.50. 2. Improve the trend for teacher empathy from 4.33 to 4.55. 3. Improve student motivation from 4.50 to 4.60. 	<p>In the Attitudes to School Survey by 2015:</p> <ol style="list-style-type: none"> 1. Improve the trend for teacher effectiveness from 4.40 to 4.50. 2. Improve the trend for teacher empathy from 4.33 to 4.55. 3. Improve student motivation from 4.50 to 4.60.

	<p>2. To improve student attendance.</p>	<p>4. Improve stimulating learning from 4.02 to 4.30. 5. Improve learning confidence from 4.11 to 4.25.</p> <p>Average student absence to be progressively reduced from 14.9 days to 12.9 days by 2016.</p>	<p>4. Improve stimulating learning from 4.02 to 4.30. 5. Improve learning confidence from 4.11 to 4.25.</p> <p>Average student absence to be progressively reduced from 13.9 days to 12.9 days by 2015.</p>
<p>Student Pathways and Transitions</p>	<p>1. To improve transition for all students and their families as students move into, through and from the school.</p> <p>2. To improve student pathways for all students.</p>	<p>1. In the parent survey, improve the transition score from 5.77 to 6.25.</p> <p>2. Establish school based data on and from students about transition into, through and from the school and continuously improve this data from 2013 to 2016.</p>	<p>1. In the parent survey, improve the transition score from 5.77 to 6.25.</p> <p>2. Establish school based data on and from students about transition into, through and from the school and continuously improve this data from 2014 to 2015.</p>

Implementation

Key Improvement Strategies & Significant Projects	<u>What:</u> (Actions) The activities and programs required to progress the key improvement strategies.	<u>How:</u> (Resources) The budget, equipment, IT, learning time and/or learning spaces.	<u>Who:</u> The individuals or teams responsible for implementing the program and/or initiatives.	<u>When:</u> The date, week, month or term for completion.	<u>Achievement Milestones:</u> The changes in practice or behaviours.
Develop and embed a school based Prep to Year 6 curriculum, progressively aligned to AusVELS, which addresses essential content and engages students.	<p>Establish a Professional Reading component to the Leadership team meetings.</p> <p>Curriculum leaders attend the cluster PLTs, focusing on the AusVELS work and bringing their learning back to staff.</p> <p>Conduct Professional Development with staff to develop an understanding of the expectations of each level of the AusVELS by unpacking the elaborations.</p> <p>Continue to implement the Writing Improvement Plan developed in 2013.</p> <p>Continue to add to the Whole School Curriculum Folder on the central server as needed.</p> <p>Complete eSmart registration for UPPS.</p>	<p>Ensure Professional Reading is part of each meeting agenda</p> <p>Provide time for curriculum co-ordinators to conduct professional development sessions based on the work of the cluster in relation to AusVELS.</p> <p>Organise for the leadership team to have one whole day planning session to finalise the whole school curriculum documents.</p> <p>Complete ICT policy statements and curriculum planning as required for eSmart registration.</p>	<p>Principal</p> <ul style="list-style-type: none"> Kim Laffan <p>Leadership team</p> <ul style="list-style-type: none"> Linda Varker Belinda Joy Carolyn Crowther Deb Hastie <p>Inquiry/ICT Co-ordinator:</p> <ul style="list-style-type: none"> Carolyn Crowther 	<p>Ongoing</p> <p>Ongoing</p>	<p>Leadership team have reflective journals of their Professional Reading learnings.</p> <p>Meeting minutes reflecting the Professional Reading program and use of best practice protocols to discuss the new learnings.</p> <p>All staff referring to AusVELS for planning. Planning that reflects AusVELS standards.</p> <p>Staff using the elaborations to plan and moderate.</p> <p>Whole staff Professional Development sessions will reflect work around the AusVELS.</p> <p>Whole school curriculum documents complete and readily available on central server</p> <p>Successful eSmart registration.</p>
Begin to develop a systematic school approach to the collection and analysis of external and internal assessment data for each of the years	<p>Implement the revised assessment schedule at whole school level.</p> <p>Develop Numeracy Assessment tasks for</p>	<p>Ensure Leadership team use some of their time allocation to skill staff in the use of various implementation assessments.</p> <p>Invite Senior Advisor</p>	<p>Leadership Team</p>	<p>On going</p>	<p>Published assessment schedule and whole school calendar.</p> <p>Published assessment timeline including dates for implementation and completion of</p>

<p>from Prep to year 6 to inform teacher judgment and the teaching and learning programs.</p>	<p>moderation.</p> <p>Implement a unit based numeracy moderation schedule.</p> <p>Collate and report on appropriate data sources for junior school spelling progress.</p> <p>Continue to map in a timeline for all assessments on the Whole School Calendar.</p> <p>Schedule writing and reading moderation into workshop meetings.</p> <p>Professional Development for the leadership team in interpreting data.</p> <p>Develop leadership team members' capacity to read and interpret data.</p>	<p>Regional Performance and Planning (SARP) to help interpret data sets when the results are published.</p> <p>Distribute a whole school calendar to all staff for referral throughout the year.</p> <p>Continue to have term data wall meetings.</p> <p>Ensure the timely analysis of data sets as they become available with all staff.</p>	<p>All Staff</p>		<p>all assessments in the whole school calendar.</p> <p>Addition of spelling data assessment for junior school grades to the assessment schedule.</p> <p>Improved student outcomes as a result of targeted, explicit teaching at point of need.</p>
<p>Strengthen the Intervention Program to ensure the implementation of appropriately sequenced, targeted and resourced learning programs for students deemed to be at risk.</p>	<p>Provide one day per teacher to write ILPs in term one</p> <p>Deb to liaise closely with the graduate teacher to build capacity in writing ILPs.</p>	<p>Deb Hastie to meet with staff once a fortnight for identifying students at risk, develop ILPs and strategic, targeted intervention planning.</p> <p>Schedule Professional Development to focus aspects of the SPELD (Specific Learning Difficulties Program) training that will benefit all staff.</p> <p>Documented review and monitoring process.</p>	<p>Student Wellbeing Co-ordinator</p> <ul style="list-style-type: none"> Deb Hastie 	<p>Ongoing</p>	<p>Individual learning plans that reflect student capabilities, i.e. current strengths and targeted, measurable goals for improvement that link closely with student needs and support from home.</p> <p>Increased use of SPELD strategies across the whole school to support students who experience auditory processing difficulties and developmental delays in language.</p>
<p>Strengthen the interdependent partnership with staff, students and parents to ensure shared high expectations of both teaching and</p>	<p>Introduce the Growth Mindset Model to all staff focusing on introducing the language of a growth mindset into each classroom.</p> <p>Increase community awareness of school</p>	<p>Provide a copy of the text to all staff members.</p> <p>Leadership team to read chapters ahead of presentation to staff and design a</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>All staff participating in the professional reading PD</p> <p>Observation of Growth Mindset language among staff and students</p>

<p>learning, and student leadership.</p>	<p>programs, initiatives and future directions.</p>	<p>staged professional reading plan.</p> <p>Conduct a whole Community Building Evening to promote the school practices and gain feedback from parents around their vision for the school.</p> <p>Create a Stars and Wishes list to act on as a result of the evening.</p> <p>Add information around the 'Big Three' through newsletter snippets.</p> <p>Include a teacher profile as part of the newsletters each week.</p> <p>Run THRASS information session.</p> <p>Engage parent in the Kids Matter program via information sessions, newsletter articles and participation in the action team.</p>			<p>Parent Forum participation</p> <p>Wishes list results</p> <p>Parent Opinion Survey (POS) results improve in the relevant elements</p>
<p>Build an interdependent partnership with staff, students and parents to improve attendance for all students whilst at the same time narrowing the gap between the lowest and highest attendees.</p>	<p>Implement component 3 of Kids Matters.</p> <p>Develop a policy around attendance education and promotion</p> <p>Introduce the Stephanie Alexander Kitchen Garden Program</p>	<p>Establish a Kids Matters Action team involving staff, chaplain and parent representative.</p> <p>Conduct a parent forum on attendance</p> <p>Draft an attendance policy and seek community feedback prior to going to School Council</p> <p>Create a budget for the SAKG program and use this to purchase the set up materials</p> <p>Apply for funding grants to sustain the</p>	<p>Kids Matter Action Team</p> <p>All Staff</p> <p>The Community</p> <p>SAKG Team</p>	<p>Ongoing</p>	<p>Revised attendance policy.</p> <p>Publication of parent information in the newsletter.</p> <p>Improved attendance data.</p> <p>SAKG program operating on a weekly basis.</p> <p>Feedback from the participants and community at the end of the program.</p> <p>Improved attendance data for Fridays.</p>

		SAKG program			
Expand the scope of current Transition Processes for all forms of transition at Upper Plenty Primary School using feedback and survey information gathered from all stakeholders.	<p>Distribute the new Prep Transition Pack at the start of the year.</p> <p>Gauge parent response to the usefulness of this.</p> <p>Run a 'Back to UPPS' transition event .</p>	<p>Chaplain to administer a feedback survey on the prep information pack.</p> <p>Invite last year's grade six children to spend a half day with our children. A variety of transition activities will be scheduled.</p> <p>Implement formal handover meeting with teachers across school for future grades.</p> <p>Conduct personal meetings with Secondary School teachers as part of handover process for grade 6</p>	<p>Principal</p> <p>Student Welfare:</p> <ul style="list-style-type: none"> Maggie Wadley <p>Transition Co-ordinators</p> <ul style="list-style-type: none"> Carolyn Crowther Nada Simondson 	<p>End of term one</p> <p>End of year</p>	<p>Completed surveys</p> <p>Successful 'Back to UPPS' event.</p> <p>High School Days added to UPPS transition events</p> <p>Minutes of handover meetings with UPPS staff and SC staff.</p>
Introduce into the curriculum a systematic approach to address pathways for all students at the school.	<p>Revise all Inquiry Units of Study to include opportunities for children to investigate careers that are out of the mainstream.</p> <p>Eg: scientist, biochemist,</p> <p>Include in unit planners opportunities for guest speakers in the related field of study to be invited to the school to talk to children about their jobs.</p>	<p>Provision of resources needed to allow guest speakers to participate in the program.</p>	<p>Inquiry Co-ordinator</p> <p>All Staff</p>	<p>Ongoing</p>	<p>Children exposed to a range of employment opportunities beyond the mainstream.</p>