

# Annual Implementation Plan 2014 Officer Primary School 2742

Based on Strategic Plan developed for 2014-2017

Endorsement by School Principal	Signed..... (Principal's signature) Name..... Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name..... Date.....

Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	Improve the learning outcomes of all students P-6 in English (Reading and Writing), and Mathematics	<p>20% Or students Prep to Year 6 assessed as being at A or B in AusVels levels in English and Mathematics.</p> <p><u>NAPLAN (Year 3)</u></p> <ul style="list-style-type: none"> <li>60% of students will achieve at Band 5/6 in Reading</li> <li>60% of students will achieve at Band 5/6 in Writing</li> <li>50% of students will achieve in Band 5/6 in Numeracy</li> </ul> <p><u>NAPLAN (Year 5)</u></p> <ul style="list-style-type: none"> <li>50% of students will achieve at Band 7/8 in Reading</li> <li>50% of students will achieve at Band 7/8 in Writing</li> <li>50% of students will achieve at Band 7/8 in Numeracy</li> </ul>	<p>That 25% of students Prep to Year 6 assessed as being at A or Bin AusVels levels in English (Writing) and Mathematics (Number)</p> <p><u>NAPLAN (Year 3)</u></p> <ul style="list-style-type: none"> <li>50% of students will achieve at Band 5/6 in Reading</li> <li>50% of students will achieve at Band 5/6 in Writing</li> <li>50% of students will achieve in Band 5/6 in Numeracy</li> </ul> <p><u>NAPLAN (Year 5)</u></p> <ul style="list-style-type: none"> <li>35% of students will achieve at Band 7/8 in Reading</li> <li>20% of students will achieve at Band 7/8 in Writing</li> <li>25% of students will achieve at Band 7/8 in Numeracy</li> </ul>
<b>Student Engagement and Wellbeing</b>	<p>To improve the engagement and connectedness of individuals and the whole school community, especially in learning</p> <p>To establish sound and consistent strategies to improve student classroom behaviour and safety within the learning environment</p>	<p>Student survey data increases in the following <b>Attitude to School Survey</b>:</p> <ul style="list-style-type: none"> <li>School Connectedness – from 4.12 to 4.33</li> <li>Student Safety – from 4.11 to 4.33</li> <li>Classroom Behaviour – from 2.47 to 3.28</li> </ul> <p>Parent satisfaction increases in the following <b>Parent Opinion Survey</b>:</p> <ul style="list-style-type: none"> <li>School Connectedness – from 5.77 to 6.25</li> <li>Student Safety – from 5.26 to 6.00</li> <li>Classroom Behaviour – from 3.62 to 5.20</li> </ul>	<p><b>Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>School Connectedness results to be at, or above 4.2 <ul style="list-style-type: none"> <li>Grade 5 = 4.38, Grade 6 = 4.39</li> </ul> </li> <li>Student Safety results at, or above 4.32 <ul style="list-style-type: none"> <li>Grade 5 = 4.33, Grade 6 = 3.09</li> </ul> </li> <li>Classroom Behaviour results at, or above 3.0 <ul style="list-style-type: none"> <li>Grade 5 = 3.39, Grade 6 = 3.45</li> </ul> </li> </ul> <p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>School Connectedness results to be at, or above 5.88 (5.27)</li> <li>Student Safety results at, or above 5.45 (4.25)</li> <li>Classroom Behaviour results at, or above 4.5 (3.36)</li> </ul>
<b>Student Pathways and Transitions</b>	To improve student transition into, through and beyond the school to maximize learning outcomes	<p>Parent satisfaction increases in the following <b>Parent Opinion Survey</b>:</p> <ul style="list-style-type: none"> <li>Transition – from 5.53 to 5.79</li> </ul>	<p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Student Connectedness results to be at, or above 6.2</li> <li>Transition results to be at 5.7 (4.86)</li> </ul>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What (Actions) the activities and programs required to progress the key improvement strategies</b>	<b>How (Resources) the budget, equipment, IT, learning time, learning space</b>	<b>Who The individuals or teams responsible for implementation</b>	<b>When The date, week, month or term for completion</b>	<b>Achievement milestones the changes in practice or behaviours</b>
<p><b><u>Assessment</u></b></p> <p>To review and implement a rigorous program of assessment in English and Mathematics so as to inform teacher planning and instruction</p>	<p>Review current assessment schedule</p> <ul style="list-style-type: none"> <li>Examine current practice and determine an explicit schedule of assessments and moderation sessions throughout the year in line with the school's curriculum plan</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in their PLT's to identify suitable tasks such as Rich Assessment Tasks for Mathematics and Writing samples for moderation</li> <li>Teachers in their PLT's to identify specific assessment tools and embed them into the assessment schedule</li> <li>Evaluate the use of the assessment schedule</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>PLT Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Term 1, 2014 and throughout the year,</li> <li>November 2014</li> </ul>	<ul style="list-style-type: none"> <li>Assessment document is developed and distributed to parents,</li> <li>All teachers to have input into the review of the assessment schedule,</li> <li>All teachers to have awareness of the schedule and to have visual representation in their classroom,</li> <li>All teachers will implement the assessment schedule in line with school expectations,</li> <li>All teachers will evaluate the assessment schedule and changes documented for future use.</li> </ul>
	<ul style="list-style-type: none"> <li>Introduction of Grade Xpert as a means of tracking and monitoring all aspects of student learning</li> </ul>	<ul style="list-style-type: none"> <li>All staff are to complete the introductory professional learning activities about the program and then implement into their teaching and learning programs,</li> <li>All teachers to take responsibility for the update and management of the system in line with the school expectations and time frames</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>PLT leaders</li> <li>Duanne and Julie to organise initial implementation of the program,</li> <li>Matt to be trained as a super user</li> </ul>	<ul style="list-style-type: none"> <li>February 2014, and ongoing throughout the year,</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of the program throughout the school,</li> <li>All teachers are to use the program as a part of their assessment and evaluation strategies,</li> <li>The program to be embedded into the school's PRP framework,</li> <li>Teachers to use GradeXpert to track their students and to use these results to inform teaching and learning strategies and activities,</li> <li></li> </ul>

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<u>Mathematics</u> Review Current Program	<ul style="list-style-type: none"> <li>Review NAPLAN data from 2013 and discuss areas of strength and weakness,</li> <li>Review Mathematics Program from Prep-Year 6 to ensure that there is an adequate coverage of all strands and consistency in how we teach numeracy,</li> <li>List areas that need to be focussed on in terms of curriculum and teaching and learning approach,</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics coordinator will be responsible lead the evaluation and discussion of our 2013 NAPLAN data,</li> <li>Curriculum Meeting Time will be allocated to allow for evaluation and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Coordinator</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 1, 2014</li> <li>Term 2, 2014</li> </ul>	<ul style="list-style-type: none"> <li>Development of a list of strengths and weaknesses (NAPLAN and current Numeracy Program)</li> <li>Development of areas to be focussed on.</li> </ul>
Investigate Best Practice	<ul style="list-style-type: none"> <li>Investigate current successful programs across schools: -P-6 Curriculum -AusVels -Problem Solving -Maths Language</li> <li>Development of a draft school Mathematics teaching and learning vision/statement</li> </ul>	<ul style="list-style-type: none"> <li>The Mathematics coordinator will investigate and present to the staff,</li> <li>After the review of our current program and best practice we will develop a vision/statement around how mathematics is to be taught across the school and the strategies and resources to be used</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Coordinator</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 2/3, 2014,</li> <li>Term 3/4, 2014,</li> </ul>	<ul style="list-style-type: none"> <li>Development of a vision/statement on mathematics</li> </ul>

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<u>Mathematics</u> Resources	<ul style="list-style-type: none"> <li>The staff will investigate the range of mathematics resources currently available (particularly those relevant to Au)sVels.</li> </ul> This will include: <ul style="list-style-type: none"> <li>Study Ladder</li> <li>Nelson Maths</li> <li>Maths 300, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Funding will be allocated for the purchase of resources that are aligned to our Mathematics vision/statement,</li> <li>Curriculum Meeting Time will be allocated to allow for discussion</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Coordinator</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 and ongoing, 2014</li> </ul>	<ul style="list-style-type: none"> <li>The selection of a P-6 resource to be adopted across the school to support teaching and learning in numeracy.</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>Mathematics will be a key focus of our professional learning,</li> <li>A curriculum day will be allocated to Mathematics in 2013</li> </ul>	<ul style="list-style-type: none"> <li>Funding will be allocated in the Professional Development budget to allow staff to develop their teaching and learning skills in numeracy,</li> <li>The Mathematics Coordinator will organise a speaker to be engaged for a whole day on Mathematics teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development Coordinator</li> <li>Whole Staff</li> <li>Mathematics Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 and ongoing, 2014</li> <li>Term 1, 2014,</li> </ul>	<ul style="list-style-type: none"> <li>All staff to have been involved in at least one professional learning activity on Mathematics during the year.</li> </ul>

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<p><b>English</b></p> <p>To implement a whole school approach to the teaching of English based on the accurate assessment of student ability and the delivery of a differentiated curriculum program that engages and challenges all students</p>	<p>(Analysis of data from 2013 in English has identified specific areas of improvement, which will form the foci of 2014. These areas are Reading, Writing and Speaking)</p> <p style="text-align: center;"><b>READING</b></p> <p>Reading and Listening Comprehension based on an organised term focus:</p> <p>Term 1: Listening Comprehension Term 2: Read and Retell Term 3: Reading Comprehension</p> <p style="text-align: center;"><b>WRITING</b></p> <p>Term 1: Narrative and Persuasive Term 2: Procedure Term 3: Report Writing and Poetry Term 4: Recount</p> <p style="text-align: center;"><b>SPEAKING</b></p> <p>All students in the Junior School will have an oral language assessment.</p>	<ul style="list-style-type: none"> <li>• Explicit professional learning in relation to English areas identified for focus in each term</li> <li>• Identifying errors and improved proof reading</li> <li>• Visualisation</li> <li>• Identify comprehension activities to be used across all year levels,</li> <li>• Each teacher is to embed comprehension activities into their daily teaching and learning strategies.</li> </ul> <ul style="list-style-type: none"> <li>• All students are expected to be writing on a daily basis</li> <li>• Teachers will discuss activities and strategies at PLT and Curriculum meetings,</li> <li>• THRASS will be used to support students develop word attack strategies to support their writing,</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Matt and Jennifer as PLT leaders are to timetable activities relating to focus areas at PLT meetings</li> </ul>	<ul style="list-style-type: none"> <li>• February 2014 and ongoing throughout the year,</li> </ul>	<ul style="list-style-type: none"> <li>• All classroom teachers are to timetable 5x 2 hour English sessions per week,</li> <li>• All classroom teacher planners are to explicitly detail weekly English sessions including: <ul style="list-style-type: none"> <li>○ Weekly focus,</li> <li>○ Specific Activities,</li> <li>○ Groups/Resources</li> <li>○ Assessment</li> </ul> </li> <li>• All learning intentions are to be displayed and discussed with students at the start of the session,</li> <li>• NAPAN data to show improvement in focus areas for Year 3 and Year 5.</li> </ul>

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To implement all actions relating to the Inclusion Support Program (ISP) To build the capacity of teachers and support staff in the management of students with challenging behaviour, including those with ASD	Staff will be involved in a range of professional learning experiences that will assist them to understand, manage and teach challenging students.  Professional learning will include: <ul style="list-style-type: none"> <li>Disability Standards On-line training,</li> <li>Inclusion On-line training</li> </ul>	<ul style="list-style-type: none"> <li>Time will be allocated for all staff to complete on-line training,</li> </ul>	<ul style="list-style-type: none"> <li>All staff,</li> <li>PLT leaders to arrange,</li> </ul>	<ul style="list-style-type: none"> <li>February 2014, and when a tutor becomes available,</li> </ul>	<ul style="list-style-type: none"> <li>All staff to complete all on-line training</li> </ul>
	<ul style="list-style-type: none"> <li>SERV Positive Partnerships training</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at training provided by the region,</li> </ul>	<ul style="list-style-type: none"> <li>Danielle and Felicia</li> </ul>	<ul style="list-style-type: none"> <li>27th and 28th February and 29th and 30th April 2014,</li> </ul>	<ul style="list-style-type: none"> <li>Two staff are to complete this program and provide feedback and information to the rest of the staff,</li> </ul>
	<ul style="list-style-type: none"> <li>Behaviour Management training with Autism Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Action plan to be developed with CISCA</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Commencing February 2014,</li> </ul>	<ul style="list-style-type: none"> <li>All staff to undertake training and express satisfaction with the implementation of the strategies implemented as a result of the training,</li> </ul>

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	<ul style="list-style-type: none"> <li>Development and implementation of the use of an effective ILP process for all ASD students and other students who are involved in SSG meetings</li> </ul>	<ul style="list-style-type: none"> <li>Development of a revised proforma for use in all SSG meetings,</li> <li>Teachers with ESO teams related to individual students will allocate time to complete ILP's for all ASD and/or students on PSDMS</li> </ul>	<ul style="list-style-type: none"> <li>Paula, Sue and Linda in consultation with CISCA consultants will revise and develop a modified SSG proforma,</li> <li>Teachers as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>February 2014,</li> <li>Prior to term meetings and when requested</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
To improve student relationships in order to have an impact on classroom behaviour	<ul style="list-style-type: none"> <li>Review the student wellbeing policy,</li> </ul>	<ul style="list-style-type: none"> <li>Audit all the strategies that the school is currently using in student wellbeing,</li> <li>List the identified strengths and needs based on the audit,</li> <li>Review new programs/strategies for possible implementation. This will include the inclusion of Healthy Relationships/'You Can Do It' content on a weekly timetabled basis,</li> </ul>	<ul style="list-style-type: none"> <li>All staff,</li> <li>PLT leaders will lead and manage the review process,</li> </ul>	<ul style="list-style-type: none"> <li>February 2014 and ongoing throughout the year,</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the year student wellbeing policy and programs will have been reviewed and the outcomes and revised documentation published</li> </ul>



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<p><b><u>Internal Transition</u></b></p> <p>To improve student transition into, through, and beyond the school so as to maximize learning outcomes</p>	<ul style="list-style-type: none"> <li>• Continue to review and revise arrangements for the Transition Program with specific focus on:               <ul style="list-style-type: none"> <li>○ Student expectations</li> <li>○ Parent Information and Feedback</li> <li>○ Classroom Activities</li> <li>○ Student Feedback</li> <li>○ Organising Internal Transition arrangements for 2014</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review feedback from staff, students and parents based on progress in 2013,</li> <li>• Staff to discuss feedback and make recommendations for 2014 program,</li> <li>• Staff in area teams to review their particular area program make changes for internal transition program in 2014,</li> <li>• Internal Transition activities are to be organised for Term 4</li> </ul>	<ul style="list-style-type: none"> <li>• Student Engagement and Wellbeing coordinator,</li> <li>• Staff,</li> <li>• PLT teams,</li> <li>• Students and parents,</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 and 2, 2014,</li> <li>• Term 4, 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly planner for transition developed,</li> <li>• Whole school transition month implemented and evaluated so that this can continue to be improved on in 2014,</li> </ul>