Annual Implementation Plan 2015
Kinglake Primary School
2188

Based on Strategic Plan developed for [2015 - 2018]

Endorsement by School Council	Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.	[]
		Sue Egan
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	[Insert Tick Here]
		[Insert Regional Network Leader] [Insert Date]

Strategic Intent

	Goals	Actions	One Year Targets
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	**GOAL :**Improve individual student learning outcomes in literacy and numeracy Build capacity of all staff in curriculum content and instruction in order to teach explicitly to each student's point of learning. Build teacher capacity to implement evidence based teaching strategies based on assessment tools and data. Build capacity of teacher instructional practice to provide a shared school wide approach to curriculum delivery. Develop a shared understanding of adding value to the writing process, including spelling and grammar.	Establish a whole school approach to teaching and learning which includes staff professional learning in Protocols of Teaching, requiring all work programs and teaching sessions to have clear learning intentions, success criteria and feedback opportunities. Set up small schools network teams in junior, middle and upper areas of school Develop whole school planning documents to include units of work for each term for the junior, middle and senior school over a two year cycle. Develop whole school writing continuum. Moderation of writing across school	All staff identified growth in instructional practice. All staff understand and effectively use data and assessment to inform teaching and learning. Staff have clear learning intentions and success criteria in work programs Staff attendance at team network meetings each term. Units of work over a two year cycle developed by staff and updated yearly. Staff use writing continuum to identify what students have achieved, their current needs and the future learning that is required. Staff attendance at moderation meetings and student writing samples moderated. Student growth High growth in writing from 0 in 2013 to 10% in 2015 Low growth in writing from 50% in 2013 to 40% in 2015 High growth in spelling to remain 50% in 2013 up to 2015 Low growth in spelling from 25% in 2013 to 20% in 2015 High growth in Reading from 37.5% in 2013 to 40% in 2015. Low growth in Reading from 37.5% in 2013 to 30% in 2015. High growth in Numeracy to be maintained at 2013 level of 75%. Low growth in Numeracy to be maintained at 0%. Increase scaled scores to be above state average in 2018 and moving towards state average in 2015 SPELLING Grade 3:2014 – 367 (State – 420)

			Grade 5: 2014 – 477 (State – 501) WRITING Grade 3: 2014 – 419 (State – 419) Grade 5: 2014 – 473 (State – 482) READING Grade 3: 2014 – 387 (State – 433) Grade 5: 2014 – 459 (State – 511) NUMERACY Grade 3: 2014 – 391 (State – 415) Grade 5: 2014 – 489 (State – 498) All students to move 2 levels in Fountas and Pinnell data over 2015 year. AusVELS teacher judgements show an annual growth 1.0 – 1.2 across Literacy and Numeracy domains based on Feb – Nov On Demand testing.
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	GOAL: Improve student engagement in their learning with a particular focus on high quality instructional practice. Build the capacity of teacher instructional practice with a focus on learning intentions and success criteria. Create a whole school culture of high expectations. Increase students' ability to set goals and effectively use feedback to lead towards independent learning.	Professional learning on protocols of teaching to include learning intentions and success criteria for each learning session. Develop staff understanding of impact goal setting has in improving student outcomes. Develop staff understanding of the role of feedback in improving student outcomes.	All staff identify learning intentions and success criteria in every lesson and in work programs and planning documents. Students able to articulate, reflect on and act upon their learning goals. Teachers provide ongoing feedback to students and provide opportunities for students to provide feedback. Celebrations of student successes. Improvement in the teaching and learning variables of the Student Attitudes to School Survey. Measurable Stimulating Learning from 3.98 in 2014 to 4.2 in 2015 Student Motivation from 3.84 in 2014 to 4.0 in 2015 Classroom Behaviour from 2.81 in 2014 to 3.0 in 2015 . Parent Opinion Survey overall mean scores to increase as follows: General Satisfaction from 5.74 in 2013 to 5.8 in 2015 Learning focus from 5.59 in 2013 to 5.8 in 2015 Classroom Behaviour from 4.21 n 2013 to 4.5 in 2015 Attendance P – 6, from 90.4% in 2014 to 94% in 2015

Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	GOAL: Ensure all members of the school community feel that they are in a safe and supportive learning environment. Build a school community where everyone feels empowered to reduce the incidences of conflict and respond to issues as they arise.	The school community will be able to identify and respond appropriately when behaviour issues arise to reduce the impact on all involved Establish consistent framework of rules and procedures within classrooms.	Staff develop their understanding of Restorative Practices through professional learning. Staff and students document framework of rules and procedures within school including consequences through revised "Student Code of Conduct". (Be Safe, Be Responsible, Be a Learner, Be Respectful)Student Attitudes to School Survey – Student Morale to increase from 5.68 in 2014 to 5.75 in 2015 Connectedness to Peers to increase from 4.08 in 2014 to 4.2 in 2015 Student Safety to increase from 4.33 in 2014 to 4.5 in 2015

Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. Professional Learning activities should be relevant to the needs of the school.	<u>GOAL: Improve the performance and development culture within the school community.</u> <u>GOAL: Improve the effective and efficient use of school resources</u> Create a whole school culture of accountability and feedback Identify the needs and priorities of the school in order to inform professional learning that is required.	School resources used to provide staff professional learning on protocols of teaching. Use professional learning teams to identify professional learning needs and use school data to identify focus areas for improvement. Provide resources and budget funds to provide professional learning in Protocols of Teaching and time for team meetings, and opportunities for peer observations.	All staff identify growth in instructional practice which is reflected in improved planning which includes clear learning intentions and feedback. Staff use data to plan for learning needs of students – reflected in planning. Peer observation built in to school culture and reflected in improved instruction.Improvement in the teaching and learning variables of the Student Attitudes to School Survey. Stimulating Learning from 3.98 in 2014 to 4.2 in 2015 Student Motivation from 3.84 in 2014 to 4.0 in 2015 Classroom Behaviour from 2.81 in 2014 to 3.0 in 2015 . Parent Opinion Survey overall mean scores to increase as follows: General Satisfaction from 5.74 in 2013 to 5.8. in 2015

Implementation

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, 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
Achievement					
Build capacity of all staff in curriculum content and instruction in order to teach explicitly to each student's point of learning. Build teacher capacity to implement evidence based teaching strategies based on assessment tools and data. Build capacity of teacher instructional practice to provide a shared school wide approach to curriculum delivery. Develop a shared understanding of adding value to the writing process, including spelling and grammar.	Establish a whole school approach to teaching and learning which includes staff professional learning in protocols of teaching, requiring all work programs and teaching sessions to have clear learning intentions and success criteria and feedback opportunities. Set up small schools network teams in junior, middle and upper areas of school Develop whole school planning documents to include units of work for each term for the junior, middle and senior school over a two year cycle. Develop whole school writing continuum.	Budget, PLT, Professional learning in Protocols of teaching Time allocation in PLTs for teachers to work with Literacy & Numeracy leaders to examine student data and develop ILPs Literacy/Numeracy leader given time allocation to collect and collate data for each class.	All teachers	2015 Ongoing Ongoing Ongoing	All staff identified growth in instructional practice. All staff understand and effectively use data and assessment to inform teaching and learning. Staff have clear learning intentions and success criteria in work programs Staff attendance at team network meetings each term. Units of work over a two year cycle developed by staff and updated yearly. Staff use writing continuum to identify what students have achieved, their current needs and the future

	Moderation of writing across school				learning that is required. Staff attendance at moderation meetings and student writing samples moderated.
Engagement					
Build the capacity of teacher instructional practice with a focus on learning intentions and success criteria. Create a whole school culture of high expectations. Increase students' ability to set goals and effectively	Professional learning on protocols of teaching to include learning intentions and success criteria for each learning session. Develop staff understanding of impact goal setting has in improving student outcomes. Develop staff understanding of	Professional learning on protocols of teaching to include learning intentions and success criteria for each learning session. Develop staff understanding of impact goal setting has in improving student outcomes. Develop staff understanding	All staff	2015	All staff identify learning intentions and success criteria in every lesson and in work programs and planning documents. Students able to articulate, reflect on and act upon their learning goals.

use feedback to lead towards independent learning.	the role of feedback in improving student outcomes.	of the role of feedback in improving student outcomes.			Teachers provide ongoing feedback to students and provide opportunities for students to provide feedback. Celebrations of student successes.
Improvement in school attendance	Follow up repeated unexplained absences. Introduction of class awards system for attendance	Direct contact with families by phone Celebrations and certificates in Gudjinna	Principal All staff	Ongoing Ongoing	Improvement of 5% on student attendance data

Wellbeing					
Build a school community where everyone feels empowered to reduce the incidences of conflict and respond to issues as they arise.	The school community will be able to identify and respond appropriately when behaviour issues arise to reduce the impact on all involved Establish consistent framework of rules and procedures within classrooms.	Professional learning for all staff	All staff	Ongoing	Staff and students document framework of rules and procedures within school including consequences through revised “Student Code of Conduct”. (Be Safe, Be Responsible, Be a Learner, Be Respectful)
Productivity					

Create a whole school culture of accountability and feedback Identify the needs and priorities of the school in order to inform professional learning that is required.	School resources used to provide staff professional learning on protocols of teaching. . Use professional learning teams to identify professional learning needs and use school data to identify focus areas for improvement. Provide resources and budget funds to provide professional learning in Protocols of Teaching and time for team meetings, and opportunities for peer observations.	PLT meetings Time allocation on PLT timetable PLT meetings Time allocation on PLT timetable PLT meetings Time allocation on PLT timetable			All staff identify growth in instructional practice which is reflected in improved planning which includes clear learning intentions and feedback. Staff use data to plan for learning needs of students – reflected in planning. Peer observation built in to school culture and reflected in improved instruction.