



Annual Implementation Plan 2015 Kingsville Primary School 3988

Based on Strategic Plan developed for 2015 -2018

Endorsement by School Principal	Signed..... (Principal's signature) Name Kath Ginnane Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name Leah Young Date.....

Strategic Intent

	Goals	Targets	One Year Targets
Achievement		By 2018	By end 2015
<i>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</i>	To maximise the learning in literacy and numeracy for each student	<ul style="list-style-type: none"> teacher assessment against AusVels will indicate a minimum of 1.0 progression point per year in all areas of literacy and numeracy 	<ul style="list-style-type: none"> teacher assessments against AusVels will indicate a minimum of 1.0 progression point per year in all areas of literacy and numeracy
<i>Whilst recognizing 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.</i>		<ul style="list-style-type: none"> variation between teacher judgements against AusVels and NAPLAN data to decrease to a 10% difference 	
		<ul style="list-style-type: none"> the percentage of students achieving high growth on NAPLAN "relative growth matched cohort reports" to be at or more than 40% in each area of literacy & numeracy 	<ul style="list-style-type: none"> the percentage of students achieving high growth on NAPLAN "relative growth matched cohort reports" to be at or more than 30% in each area of literacy & numeracy
		<ul style="list-style-type: none"> the percentage of students achieving low growth on NAPLAN "relative growth matched cohort reports" to be at or less than 10% in each area of literacy & numeracy 	<ul style="list-style-type: none"> the percentage of students achieving low growth on NAPLAN "relative growth matched cohort reports" to be at or less than 15% in each area of literacy & numeracy.
		<ul style="list-style-type: none"> maintain the percentage of students in the top two bands between grade 3 and 5 matched cohort data 	<ul style="list-style-type: none"> maintain the percentage of students in the top two bands between grade 3 and 5 matched cohort data

	Goals	Targets	One Year Targets
Engagement		By 2018	By end 2015
<p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<ul style="list-style-type: none"> To enhance the engagement in learning for every student 	<ul style="list-style-type: none"> staff opinion as expressed in the "School Staff Survey" to have all component scores at or above the <u>67th percentile</u> 	<ul style="list-style-type: none"> staff opinion as expressed in the "School Staff Survey" to have the component factor scores in <ul style="list-style-type: none"> Guaranteed and viable curriculum Collective focus on student learning Collective responsibility <p>all trending up with and, all at a minimum level of 500 on a possible range of 0-800</p>
	<ul style="list-style-type: none"> To improve the ways in which the school develops and promotes the five elements of the PYP – skills, knowledge, attitudes, concepts, action 	<ul style="list-style-type: none"> student opinion as expressed in the "Attitudes to School Survey" scores in the Teaching and Learning variables of <ul style="list-style-type: none"> Learning Confidence School connectedness Stimulating Learning Student motivation Teacher effectiveness Teacher empathy <p>to be</p> <p>all maintained at current above state and regionals means with, an improvement in each variable by a minimum of 0.25 points.</p> 	<ul style="list-style-type: none"> student opinion as expressed in the "Attitudes to School Survey" scores in the Teaching and Learning variables of <ul style="list-style-type: none"> Learning Confidence School connectedness Stimulating Learning Student motivation Teacher effectiveness Teacher empathy <p>to demonstrate improvement of a minimum 0.15 points.</p>

	Goals	Targets	One Year Targets
Wellbeing		By 2018	By end 2015
<p><i>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</i></p>	<p>To enhance support for every student to build their social and emotional well being</p>	<p>student opinion as expressed via the "<i>Attitudes to School Survey</i>" in the Student Relationships and Wellbeing variables of:</p> <ul style="list-style-type: none"> - Student morale - School connectedness - Student safety <p style="text-align: center;">to be</p> <p>all maintained at current or above both state and regional means</p>	<p>student opinion as expressed via the "<i>Attitudes to School Survey</i>" in the Student Relationships and Wellbeing variable of:</p> <ul style="list-style-type: none"> - student safety <p style="text-align: center;">to be</p> <p>above state mean.</p> <p>'Restorative Practices' process are understood and implemented consistently by all staff.</p>

	Goals	Targets	One Year Targets
Wellbeing		By 2018	By end 2015
		<ul style="list-style-type: none"> • parent satisfaction as expressed via the “<i>Parent Opinion Survey</i>” scores in the variables of <ul style="list-style-type: none"> - School Improvement - Stimulating Learning - Behaviour Management - Learning Focus - Transition - General Satisfaction - Student Safety - Classroom Behaviour - Connectedness to Peers - Student Motivation - Social Skills - School Connectedness <p style="text-align: center;">to be</p> <p>all maintained at current or above both state and regional means.</p> <ul style="list-style-type: none"> • scores in the variables of: <ul style="list-style-type: none"> - Teacher morale - Parent input - Reporting - Extra curricular - Homework <p style="text-align: center;">to be</p> <p>increased to at or above state mean</p>	<ul style="list-style-type: none"> • parent satisfaction as expressed via the “<i>Parent Opinion Survey</i>” scores in the variables of <ul style="list-style-type: none"> - behaviour management <p style="text-align: center;">and</p> <ul style="list-style-type: none"> - student safety - <p style="text-align: center;">to be</p> <p>above state and regional means</p>

	Goals	Targets	One Year Targets
Wellbeing		By 2018	By end 2015
		<ul style="list-style-type: none"> • reduce the mean average student absence rates by a minimum of 15% • reduce unexplained absences to below the state mean 	<ul style="list-style-type: none"> • reduce the mean average student absence rates by a minimum of 5% • reduce unexplained absences to below the state mean

	Goals	Targets	One Year Targets
Productivity		By 2018	By end 2015
<p><i>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</i></p> <p><i>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.</i></p>	<p>To monitor the Strategic Plan and Annual Implementation Plan so that they are appropriately resourced to ensure achievement of the goals.</p>	<ul style="list-style-type: none"> • Yearly expenditure within budget • School resources targeted to achieve the goals of the Strategic Plan and each Annual Implementation Plan • Student achievement data indicates impact of effective allocation of resources and expenditure • regular financial auditing in line with government compliances to ensure effective equitable and strategic allocation of resources across all budget areas • compliance with all aspects of the Occupational Health and Safety Act 	<ul style="list-style-type: none"> • Yearly expenditure within budget • School resources targeted to achieve the goals of the Strategic Plan and 2015 Annual Implementation Plan • Student achievement data indicates impact of effective allocation of resources and expenditure • Regular financial auditing in line with government compliances to ensure effective equitable and strategic allocation of resources across all budget area • a successful outcome / result of the government Occupational Health and Safety Management Audit Program 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
<p>Achievement</p> <ol style="list-style-type: none"> 1. Build the capacity of every teacher so that there is high quality and consistent practice across the school 2. Ensure a guaranteed and viable curriculum across the school 3. Build the leadership team to lead school improvement across the school 	<ul style="list-style-type: none"> ▪ implementation of first 15 days of school program to support a consistent approach to the teaching and learning environment ▪ explore and implement Marzano's high yield instructional practices across the school through professional learning ▪ establish non negotiable elements of the English and Mathematics teaching blocks that align with school policies ▪ establish PLT's in English and Mathematics ▪ build teachers' skills and knowledge to use formative data to inform and differentiate daily instruction ▪ establish a whole school process for setting challenging goals and provision of effective feedback ▪ establish protocols and guidelines that ensure leadership meetings drive school improvement and focus on the Strategic Plan ▪ establishing a culture of whole school coaching and mentoring that includes peer visits ▪ expectations around collaborative planning time are explicit 	<p>Dedicated planning time in level meeting and instructional walk</p> <p>Meeting Schedule- English and Mathematics PLT's</p> <p>whole staff professional learning</p> <p>identified in meeting schedules through planner</p> <p>peer visits to identified experts, designated professional learning through meeting schedules, level meeting discussion</p> <p>leadership meeting and performance review process</p> <p>timetabled leadership meeting</p> <p>effective use of non-teaching time including timetabling of peer visits</p> <p>level leader meetings</p>	<p>PYP Coordinator and level leaders</p> <p>Level leaders</p> <p>English and Mathematics Coordinators</p> <p>Leadership team</p> <p>PYP Coordinator and identified experts</p> <p>Leadership team</p> <p>Leadership team</p>	<p>By end of Feb</p> <p>End 2015</p> <p>End Term One</p> <p>End Feb</p> <p>End term 2</p> <p>End term 2</p> <p>End term 1</p> <p>End Feb</p>	<ul style="list-style-type: none"> • classroom observations indicate a consistent approach to teaching and learning environment • conversations with teachers, observations in classrooms and performance plans, all demonstrate consistent use of strategies • classroom observations, conversations with teachers and work programs demonstrate essential elements of English and Mathematics blocks • meeting schedules indicate planned PLT's • work programs, minutes of professional learning in level meetings • classroom observations, conversations with students and level minutes evidence a commitment to provision of challenging goals and effective feedback • term planners reflect regular schedules of leadership meeting times • evidence of engagement in coaching and mentoring program is reflected in Performance and Development plans and reviews • level agendas and minutes reflect the expectations that include data focus, pedagogical practice, professional learning and new initiatives

	<ul style="list-style-type: none"> ▪ review existing documented induction program ▪ aligning the focus and expectation of professional learning to goals and targets documented in Strategic Plan ▪ using the adopted school data program i.e. SPA to ensure effective tracking of student progress ▪ review Assessment Schedules in English and Mathematics ▪ revisit Kathy Short's model of inquiry through whole staff professional learning ▪ ensure the Fountas & Pinnell literacy assessment system is understood and implemented by the staff ▪ investigate a school approach to the teaching and learning of spelling through a PLT 				<ul style="list-style-type: none"> • leadership agendas and minutes reflect induction review. New program documented and available on server • schools professional development plan embedded into the term calendar planners. • teachers' Performance reviews indicate use of data to track students • teacher's practice and compliance demonstrate that the schedule is being adhered to and the purpose for each piece of assessment is understood. • PYP planners indicate Kathy Short model is used consistently across levels and for single subjects including specialists • SPA data indicates Fountas and Pinnell being used consistently by all classroom teachers as evidenced in performance plans • agreement of Kingsville spelling approach
<p>Engagement</p> <ol style="list-style-type: none"> 1. Build a whole school approach to the regular monitoring of learning growth for every student 2. Ensure student 'voice' in their learning 3. High quality transition processes across the school 	<ul style="list-style-type: none"> ▪ ensure a whole school approach to the use of evidence and data using the Student Performance Analyser (SPA) system ▪ ensure the Performance and Development process for teachers embeds high expectations and accountability for student learning across the school ▪ investigate opportunities for students to provide feedback to teachers on their instructional practice ▪ ensure the inquiry approach is embedded across the school 				<ul style="list-style-type: none"> • evidence of teachers knowing their students are indicated through planning documents and work programs • conversations with teachers, observations in classrooms and performance plans demonstrate consistently high expectations • teacher's Performance and Development review demonstrate evidence of ways teachers have provided opportunities for students to feedback • PYP planners indicate used consistently across levels and for single subjects including specialists

	<ul style="list-style-type: none"> ▪ ensure the data analysis tool is utilised by teachers to inform them of their student's achievement levels ▪ investigate and trial the gradual release of responsibility framework • investigate the relevant type of student information process and procedures for transitioning student information 				<ul style="list-style-type: none"> • team planning sessions have a link to school performance data -SPA • professional development planning records indicate time is allocated for skilling of teachers • levels to provide leadership with minutes relating to agenda item relating to transitioning of student information
<p>Wellbeing</p> <p>1. Ensure a whole school approach to student wellbeing and Restorative Practices</p> <p>2. Increase the participation and engagement of parents in the school</p>	<ul style="list-style-type: none"> ▪ investigate a quality alternative system of reporting student learning to parents ▪ investigate systems to audit and monitor students attendance and lateness (gather data, data analysis) ▪ revisit the Restorative Practices approach with all staff through meeting schedules to ensure common understanding its implementation, including the Making it Right Tool ▪ ensure the Restorative Practices model is communicated to parents through , newsletters and website ▪ revisit "Student Engagement and Well-being Policy" and ensure it is part of induction process ▪ investigate ways to build the home/school partnership through improved communication processes i.e. digital strategies ▪ PYP parent information sessions target specific elements of PYP 				<ul style="list-style-type: none"> • leadership agenda and minutes reflect discussions and actions around investigations • school improvement Team established and agenda and minutes reflect discussions and actions around investigation • professional development planning indicates time is allocated for skilling of teachers • newsletter articles indicate communication to parents • induction program and school survival guide indicate reference to the policy • digital strategies trialled for organisation of parent /teacher meeting, dissemination of information • attendance record at meeting and parent satisfaction survey results
<p>Productivity</p> <p>1. Target school resources to achieve the goals of the school strategic plan.</p>	<ul style="list-style-type: none"> • monitor and evaluate allocation of resources to ensure leadership development and quality English and Mathematics learning. 				<ul style="list-style-type: none"> • leadership agenda and minutes reflect discussions and actions around initiative

