

School Annual Implementation Plan for 5189 Cranbourne West Primary School 2015

Based on Strategic Plan 2015 - 2018

Endorsements

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| <p>Endorsement by School Principal</p> | <p>Signed.....</p> <p>Name...Andrew Bergmeier</p> <p>Date.....</p> |
| <p>Endorsement by School Council</p> | <p>Signed.....</p> <p>Name...Julie Brooke</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p> |

Strategic Direction

| | Goals | Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Achievement | <p>Maximise the learning growth of all students in Numeracy and Literacy.</p> <p>To develop successful students through school wide approaches to Literacy, Numeracy, Social Competencies and relevant inquiry incorporating Big Ideas.</p> | <p><u>By the end of 2018:</u> Students to improve at least 12 months in AUSVELS growth in their Literacy and Numeracy.</p> <table border="1"> <tr> <td>READING</td> <td>Reduce Low Growth</td> <td>35% (2014) – 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>10% (2014) – 25% (2018)</td> </tr> <tr> <td>WRITING</td> <td>Reduce Low Growth</td> <td>50% (2014) – 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>09% (2014) – 25% (2018)</td> </tr> <tr> <td>NUMERACY</td> <td>Reduce Low Growth</td> <td>36% (2014) – 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>20% (2014) – 25% (2018)</td> </tr> </table> | READING | Reduce Low Growth | 35% (2014) – 25% (2018) | | Increase High Growth | 10% (2014) – 25% (2018) | WRITING | Reduce Low Growth | 50% (2014) – 25% (2018) | | Increase High Growth | 09% (2014) – 25% (2018) | NUMERACY | Reduce Low Growth | 36% (2014) – 25% (2018) | | Increase High Growth | 20% (2014) – 25% (2018) | <p><u>By the end of 2015:</u></p> <p>90% of Foundation students achieve 12 months growth as determined by EYE assessment.</p> <table border="1"> <tr> <td>READING</td> <td>Reduce Low Growth</td> <td>35% (2014) – 32% (2015)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>10% (2014) – 14% (2015)</td> </tr> <tr> <td>WRITING</td> <td>Reduce Low Growth</td> <td>50% (2014) – 45% (2015)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>09% (2014) – 12% (2015)</td> </tr> <tr> <td>NUMERACY</td> <td>Reduce Low Growth</td> <td>36% (2014) – 33% (2015)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>20% (2014) – 22% (2015)</td> </tr> </table> <p>Performance plans of all teaching staff to be linked closely to student learning outcomes and the School Improvement Plan.</p> <p>Introduction of tracking and reporting of student outcomes through the use of Sentral.</p> | READING | Reduce Low Growth | 35% (2014) – 32% (2015) | | Increase High Growth | 10% (2014) – 14% (2015) | WRITING | Reduce Low Growth | 50% (2014) – 45% (2015) | | Increase High Growth | 09% (2014) – 12% (2015) | NUMERACY | Reduce Low Growth | 36% (2014) – 33% (2015) | | Increase High Growth | 20% (2014) – 22% (2015) |
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| | | <p>Increase the percentage of students in the top three NAPLAN bands and decrease the number of students below state level.</p> <p>In Year 3 increase the percentage of students in the top three bands and decrease the number of students below state level.</p> <p>To reduce the low growth from 35% to 25% in NAPLAN reading and to increase the high growth from 10% to 25%.</p> | |
| Engagement | <p>Strengthen partnerships with the community to ensure that the school is centre of learning and the school of choice.</p> <p>Equip the students with the necessary skills and attitudes to become independent learners with global skills.</p> | <p><u>By the end of 2018:</u> Percentage growth of volunteers as measured through school council reports</p> <p>Attitudes to School Learning confidence from 78.7 (2014) to 84% in 2018</p> <p>TTFM Drivers of student outcomes Students feel they have someone at school who consistently provides encouragement and can be turned to for advice from 6.7 out of 10 (2014) to 7.5 out of 10 in 2018</p> <p>Parent Opinion Survey - Parent Input variable from 4.74 (2014) to 4.9 (2018) School Connectedness variable from 5.32 (2014) to 5.6 (2018)</p> <p>Staff Opinion Survey Parent and Community Involvement variable from overall score of 362 (2014) to 505 (2018 33rd percentile</p> | <p><u>By the end of 2015:</u> Increased numbers and retention of Literacy Advocates and Classroom Assistants providing support to identified students.</p> <p>Consistent agreement on starting points for students using a variety of assessment tools.</p> <p>Using inquiry model as the vehicle for our Big Ideas to improve student engagement.</p> |

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| <p>Wellbeing</p> | <p>Improve the orderly and safe learning environment which promotes self-regulation and high expectations in students.</p> | <p><u>By the end of 2018:</u> Student Attitude to School Survey - Wellbeing: Student Morale variable from 74.1 (2014) to 80 (2018)</p> <p>Parent Opinion Survey - Student Safety variable from 4.54 (2014) to 4.7 (2018) Classroom Behaviour 3.77 (2014) to 3.90 (2018)</p> <p>TTFM Social and emotional behaviours variable from 78% of boys having a positive sense of belonging (2014) to 85% (2018).</p> <p>Student Attendance Number of absence days c/f state average 16.2 (2014) to 15.0 (2018)</p> <p>Staff Opinion Survey Collective responsibility From 376 (2014) to 503 (2018) 33rd percentile</p> | <p><u>By the end of 2015:</u></p> <p>Student well-being and behaviour management incidents recorded on Sentral.</p> <p>Recommendations from Review are recorded and goals for improvement are developed for implementation in 2016</p> |
| <p>Productivity</p> | <p>Utilise all available resources (human, financial, time, space and materials) to determine the best learning environment and maximise outcomes for all of our students.</p> <p>With the recognition that effective use of our people is our most valuable resource, we will continue to investigate different methods of bringing people into the school, train them and enhance our student learning outcomes.</p> | <p><u>By the end of 2018:</u> Percentage of resources reflects emphasis on student learning outcomes</p> <p>Literacy advocates and ES staff time measured as value added in improvement of student learning outcomes – correlation</p> <p>Steady enrolment growth due to involvement of learning communities big ideas, marketing and improved prep transition program</p> <p>Recruitment of teachers to reflect appropriate mix of expert, accomplished and graduate.</p> <p>Parent Opinion Survey - School Improvement variable from 5.26 (2014) to 5.40 (2018)</p> | <p><u>By the end of 2015:</u></p> <p>The volunteer base will be expanded and more specific roles assigned.</p> |

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| | | Staff Opinion Survey - Guaranteed and Viable Curriculum variable from overall score of 266 (2014) to 504 (2018) - 33 rd percentile. | |
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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 |
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| <u>Achievement</u> | Café Reading | Fortnightly implementation of the steps to the model Continued PD for staff prior to the introduction of each step Reading benchmark assessment completed at the beginning of each term | Leadership Team | Term 1 Each term | Visual Evidence in changes in practice including walk throughs and flash photos Area/Leadership meeting minutes Teacher planning shows evidence of program implementation Benchmark assessment results recorded on data base Results improving Teacher articulation Success stories |

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| | Writing 9 +1 | Weekly implementation of the steps to the model PD for staff as needed Moderation [at reporting time] and collection of writing samples | Leadership Team | Term 2 Report writing times | Visual Evidence in changes in practice including walk throughs and flash photos Teacher planning shows evidence of program implementation Area/Leadership meeting minutes Results improving Teacher articulation Success stories |
| | George Booker Maths | Weekly implementation of the steps to the model PD for staff as needed Numeracy Pre and Post testing | Leadership Team | Term 3 As required | Visual Evidence in changes in practice including walk throughs and flash photos Teacher planning shows evidence of program implementation Area/Leadership meeting minutes Numeracy Pre and Post testing results recorded on data base Results improving Teacher articulation Success stories |

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| | <p>Sentral student tracking program introduced</p> <p><u>Learn By Design – Big Ideas</u> Term 1 – Local Citizens Term 2 – Learning Communities Term 3 Global Citizens – Sustainability [Bio Diversity] Term 4 – Global Citizens – My Place in the World</p> | <p>Inclusive professional development for all staff re use of program</p> <p>Dedicated learning time Work planners Area planning days</p> | <p>Data Manager supported by Leadership team</p> <p>Area Leaders</p> | <p>End of 2015</p> <p>End of each term</p> | <p>All staff confident in use of system. Data collection recorded as per assessment schedule Use of data to support student learning</p> <p>Evidence of a school wide [Areas] celebration of learning at the end of each unit of work Area meeting minutes Individual Work planners</p> |
| Engagement | <p>Training of Literacy Advocate volunteers</p> <p>Provision of appropriate roles, supports and feedback for community volunteers</p> <p>Providing appropriate protocols around our volunteers including relationship support and upskilling.</p> | <p>Training sessions</p> <p>Data base which includes hours and details of work</p> <p>Information provided at induction of volunteers/advocates</p> | <p>Learning Coach & Community Liaison Officer</p> <p>Community Liaison Officer</p> <p>Learning Coach & Community Liaison Officer</p> | <p>Each term or as required</p> <p>Weekly updates or as required</p> <p>Each term or as required Annual evaluation of program</p> | <p>Supporting documentation and evidence Advocate numbers and time worked</p> <p>Supporting documentation and evidence</p> <p>Supporting documentation and evidence</p> |

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| Wellbeing | The established student welfare policy and programs are examined and evaluated. | Review of all Welfare related policies and programs | Student Welfare Officer, Welfare Committee and interested stakeholders | End of 2015 | Ratification of policies at School Council Committee Meeting minutes and other supporting documentation |
| | Clear expectation around the use of voice, movement and learning are established | Review of all Welfare related policies and programs | Student Welfare Officer, Welfare Committee, Area Leaders and interested stakeholders | End of 2015 | Acceptance of practice via Admin Committee, Area Leaders etc. Feedback from stakeholders |
| Productivity | Introduction of Literacy Advocates to assist us to improve Student Learning Outcomes throughout the school in reading. | Recruitment and training of appropriate personnel. Matching of advocates to classes/students Ongoing professional development of staff and advocates | Learning Coach & Community Liaison Officer | Regular intakes of volunteers to be trained as Literacy Advocates | Achievement of targets as outlined in the AIP. Percentage of low growth students decreases |