

Annual Implementation Plan 2014

Ardeer South Primary School

5064

Based on Strategic Plan developed for 2013-2016

Endorsement by School Principal	Signed J Evans (Principal's signature) Name John Evans Date
Endorsement by School Council	Signed B Bates (School Council President's signature) Name Barbara Bates Date
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

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Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>To improve student learning outcomes in Literacy and Numeracy.</p>	<p>By the end of the Strategic Plan:</p> <ul style="list-style-type: none"> • Teacher judgement against the AUSVELS in English and Mathematics in Years Prep to 6 to demonstrate a minimum growth of at least one AUSVELS level for all students excluding PSD & EAL students. • NAPLAN Reading and Number from Years 3 to 5 to demonstrate a minimum growth of at least 100 scaled mean points for the Matched School Mean • Teacher judgement against the EAL Continuum to demonstrate growth of at least one stage annually for all EAL students with a school equivalent background • Students between Level 1 – 20 to demonstrate annual reading comprehension growth of 5 levels using Fountas & Pinnell. Students above Level 20 to demonstrate annual reading growth of at least 2 levels 	<p>By the end of 2014</p> <ul style="list-style-type: none"> • Teacher judgement against the AUSVELS in English and Mathematics in Years Prep to 6 to demonstrate growth of at least one AUSVELS level for all students excluding PSD & EAL students. • NAPLAN Reading and Number from Years 3 to 5 to demonstrate a minimum growth of at least 100 scaled mean points for the Matched School Mean • Teacher judgement against the EAL Continuum to demonstrate growth of at least one stage annually for all EAL students with a school equivalent background • 90% of students between Level 1 – 20 to demonstrate annual reading comprehension growth of 5 levels using Fountas & Pinnell. 90% of students above Level 20 to demonstrate annual reading growth of at least 2 levels

Student Engagement and Wellbeing	To improve student learning confidence	<p>By the end of the Strategic Plan:</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey to show: Learning Confidence to be in the fourth quartile (Year 5 & 6 students) • All Year Prep – 4 students to record a four or above on a school generated five point scale survey on Learning Confidence 	<p>By the end of 2014:</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey to show: Learning Confidence to be in the fourth quartile (Year 5 & 6 students) • 80% of Year Prep – 4 students to record a four or above on a school generated five point scale survey on Learning Confidence
Student Pathways and Transitions	To improve intra school transition	<p>By the end of the Strategic Plan:</p> <ul style="list-style-type: none"> • All students from Prep – 6 to record a four or above on a school generated five point scale intra school transition survey 	<p>By the end of 2014:</p> <ul style="list-style-type: none"> • 80% of all students from Prep – 6 to record a four or above on a school generated five point scale intra school transition survey

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>STUDENT LEARNING</p> <p>Continue to improve staff opportunities for professional interaction, dialogue and school based professional learning, with a special focus being given to improving the teaching and learning of English and Mathematics</p>	<p>Continued focus on literacy & numeracy for 2014 . Whole staff curriculum sessions as well as PLTs to support the implementation of high quality literacy & numeracy practices. Utilise former WMR “Improving Student Reading an Online PL Course” to support school based professional learning in reading. School Literacy & Numeracy leaders to lead staff curriculum sessions / PLT's & also assist with classroom planning.</p> <p>Continue to embed SALSEL oral language program in Prep – year 2</p> <p>Learning walks during literacy & numeracy sessions</p>	<p>Professional Learning Meeting Schedule – whole staff curriculum sessions and PLTs</p> <p>Junior teaching teams continue to incorporate SALSEL in their literacy block</p>	<p>Literacy & Numeracy Leaders</p> <p>Leadership Team</p> <p>Prep / 1Team</p> <p>1 / 2 Team</p> <p>Principal, Assistant Principal, School Coaches</p>	<p>Throughout the year as part of meeting schedule</p> <p>Throughout the year as part of literacy sessions</p> <p>Ongoing</p>	<p>Teachers in a collaborative manner reflect on, investigate and implement quality pedagogical practices in literacy & numeracy</p>

<p>Further develop the capacity of teachers to effectively use assessment tools to monitor student learning to inform teaching practices</p>	<p>Continue to use Fountas & Pinnell to benchmark students for reading comprehension in years P – 6</p>	<p>Teaching teams across the school to incorporate Fountas & Pinnell into their assessment program</p>	<p>Grade teachers</p>	<p>Second & fourth term as part of assessment schedule</p>	
<p>Improve tracking & monitoring student achievement over time</p>	<p>Analysis of 2014 NAPLAN data</p> <p>Identified areas for improvement from 2013 NAPLAN to be a focus for improvement in 2014</p> <p>Implementation of revised Ardeer South Assessment Guidelines</p> <p>At the start of each term , Principal, Data Coordinator & intervention team to meet to review all student data to ensure the needs of all students are being catered for</p> <p>Using SPA to analyse student results each term in English & Mathematics</p>	<p>Analysis of data at leadership, staff & team level</p> <p>Planning meetings</p> <p>In all classrooms</p> <p>Analysis of data on the R drive & Student Performance Analyser (SPA)</p> <p>Planning meetings</p>	<p>Principal, Data Coordinator, Leadership Team, staff</p> <p>Team Leaders / Classroom teachers</p> <p>All teachers</p> <p>School literacy coach</p> <p>Intervention teacher</p> <p>Reading Recovery teacher</p> <p>ESL teacher</p> <p>Team Leaders / Classroom teachers</p>	<p>Term 4</p> <p>Ongoing</p> <p>Throughout the year</p> <p>Daily</p> <p>Ongoing</p>	<p>NAPLAN data used annually to inform school of strengths & weaknesses & to drive improvement in identified areas</p> <p>All assessment requirements completed each term and data entered on the R drive</p> <p>School literacy staff & ES staff to work with targeted at risk students to improve student outcomes</p> <p>Implementation of Assessment Guidelines and analysis of school data each term. Classroom teachers provided with timely feedback on student learning</p>

Embed AUSVELS across the school	Further investigation of AUSVELS in English, Mathematics, Science & History	Staff curriculum sessions	Teaching staff	As part of meeting schedule each term	Reporting & tracking student progress against AUSVELS
STUDENT ENGAGEMENT AND WELLBEING Extend the opportunities to increase student voice, student decision making & student responsibility for their own learning whilst implementing programs that focus on self esteem.	Develop a survey for students from Prep- Year 4 to document student learning confidence across the school by end of term 1 Identify how staff currently provide feedback to develop student confidence	Look at Year 5/6 Learning confidence questions as a starting point of reference	Strategic Planning Team All teachers	As part of meeting schedule each term	Implementation of student confidence surveys across the school Consultation between student groups & school leadership Regular student feedback evident in classroom programs

<p>STUDENT PATHWAYS AND TRANSITION</p> <p>Provide a seamless education for all students in their journey through the school</p>	<p>Develop a survey for students from Year Prep- Year 6 to document effectiveness of current student transition practices across the school</p>	<p>Explore different intra school transition strategies</p>	<p>Strategic Plan Team and teachers</p>	<p>As part of meeting schedule each term</p>	<p>Implementation of revised intra school transition practices</p>
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