School Annual Implementation Plan for
Edithvale Primary School
2015
Based on Strategic Plan 2014 - 2017

23.1.15

Endorsements

Endorsement by School Principal	Signed…………………………………………. Name: Denise Webster Date…17.2.15
Endorsement by School Council	Signed………………………………………. Name: Martin Taylor Date…17.2.15 School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Strategic Direction

	Goals	**Targets**	**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.*	To improve overall student achievement and learning growth in Literacy and Numeracy with a focused and structured whole school approach	(table below)	▪ 2015

Domain	2013 (%)	2014 (%)	2015 (%)	2016 (%)	2017 (%)
Year 3 % of students achieving at Bands 5 and 6					
Numeracy	36	59	70		
Reading	64	61	70		
Writing	51	59	70		
Spelling	38	57	65		
G and P	58	51	60		
Year 5 % of students achieving at Bands 7 and 8					
Numeracy	18	27	35		
Reading	45	50	55		
Writing	23	14	23		
Spelling	36	25	36		
G and P	45	50	55		

There will have been an annual increase in the % of students achieving at Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) in NAPLAN over the course of the Strategic Plan

Domain	2013 (%)	2014 (%)	2015 (%)	2016 (%)	2017 (%)
Numeracy	15	43			50
Reading	30	25			29
Writing	30	36			41
Spelling	33	20			23
G and P	18	39			45

By 2017, there will be a 15% increase in the number of students demonstrating high relative growth in NAPLAN.

- From Year 1 to Year 6 in each dimension of Mathematics & English 20% of each year level will grow more than one AusVELS level per year.

At least 20% of students will be assessed at 12 months or more ahead of the expected AusVELS level in Mathematics & English.

Engagement
Engagement refers to the

To deepen the extent to which students feel connected to and

By 2017, all Year 5 & 6 students will indicate student satisfaction levels on the students' attitude to schools

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.*	engaged with their learning.	survey to be at or beyond the 75th percentile in the domain of Teaching and Learning. By 2017, there will be continuous growth shown in the levels of satisfaction in the parent opinion survey related to the domains of: |	2013	2014	2015	2016	2017
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Stimulating Learning	5.53	6.07	6.12		
Student Motivation	5.65	5.56	5.65				
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.*	To provide an inclusive, safe and stimulating environment for learning.	By 2017 Year 5 Student Attitudes to School data in the Student Relationship and Wellbeing variables will be at or beyond the 75th percentile. By 2017 the Parent Opinion Survey data will show sustained growth in the variables relating to Student Safety, Connectedness and Transition |	2013	2014	2015	2016	2017
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Student Safety	5.88	5.63	5.88		
School Connectedness	5.63	6.06	6.15		
Transition	5.83	6.12	6.20				

Productivity	To ensure the allocation of resources maximises student learning and wellbeing outcomes	By 2017 the Staff Survey will demonstrate continuous improvement in order to be consistently above the state mean in the Professional Learning variables of:	
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.*		• School Level support • Renewal of knowledge and skills • Feedback By 2017 the Parent Opinion Survey will show sustained improvement in General Satisfaction | 2013	2014	2015	2016	2017 | |---|---|---|---|---|---|
General Satisfaction	5.52	6.18					

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
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.*	PD staff in collection and interpreting baseline data	Scheduled time at the start of the year	Maths Specialists	During first two days of 2015	Collection of baseline data for Mathematics and English All teachers participate in regular ongoing conversations with specialists about teaching and learning of Mathematics. Staff participate in professional learning in writing and spelling. English and Mathematics leaders plan with teams (Provision of time) Common planning documents are created for Mathematics and English Teacher conversations through the PDP process centre on their documentation used to demonstrate student achievement and growth
	Conduct the MOI and OnDemand testing	Partial timetabled release given by Maths Specialists	All teachers	March (Foundation to complete during Wednesday testing sessions) and September	
	Triangulation of assessment	Review assessment schedule to reflect AusVELS outcomes	Leadership team	Beginning of Term 1, 2015	
	Monitoring and interpreting the Words Our Way spelling program	Time scheduled for handover of inventory data and discussion	All teachers	End of Term 4, 2014	
		Inventory to be completed 3 times per year to inform teaching and learning	All teachers	Ongoing	
	Develop a whole school writing program	Audit writing taking place throughout school and research into writing programs	English PLT, Leadership All staff to take on board	Begin exploring Term 1, 2015	
	Develop common planning documents for Maths, English and Words Our Way across the whole school	Time scheduled for discussion of 'what works' during PLT meetings	All teachers	During first two days of 2015	
	Develop an efficient and effective performance and development process	Time scheduled to plan this process with the Leadership team	Leadership team	Term 1, 2015	

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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.*	Appoint ICT coordinator and eLearning team To develop an ICT strategy to expand fleet equipment and establish eLearning plan Include critical thinking, problem solving and curiosity skills in the Wellbeing curriculum Strengthen partnerships with local secondary partnerships and pre-schools. Improve communication with students, staff and parents	funding, extra release and PD for ICT coordinator. Work with school ICT technicians Scheduled meeting time Rewrite the Wellbeing curriculum which will be scheduled during PLT meetings Update current transition documentation Update the school website Calendar of events published in planners and newsletters Communication apps purchased, promoted and utilised Survey parents for feedback after special events. Source guest speakers from our parent community	Principal, A.P and leadership team ICT team with Leadership team to oversee it The Wellbeing team with the Leadership team to oversee it Leadership team, level teams, transition coordinators. eLearning team, Leadership and admin All Year level teachers	By the beginning of Term 1, 2015 End of Term 1, 2015 End of Semester 1, 2015 Term 1, 2015 Ongoing Ongoing	Appoint ICT coordinator. Launch of 1:1 Notebook program at Year 4. Revise Wellbeing curriculum program to incorporate specific teaching of thinking skills and problem solving strategies. Updated transition documents- including timelines- developed Update the school website Calendar of events published in planners and newsletters Communication apps purchased, promoted and utilised Survey parents for feedback after special events. Source guest speakers from our parent community

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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.*	To review, evaluate and update SEWP policy and program. •Dissemination of information e.g. staff weekly calendar and OHS requirements. •Development of an annual Wellbeing planner. •Staff P.D. about all aspects of school student management. • P.D. for all staff in the SAFE Minds program. •Document, timeline transition planning for 3/4/5.	• Wellbeing team meetings scheduled regularly. • Work place checks and safety drills. • Survey staff to review content. • Timetabled in the meeting schedule. Whole staff meeting. •Staff together. •Collaborative learning. Space, rules and values.	• Wellbeing team in consultation with staff and Leadership. • Principal and AP, OHS and First Aid staff. • Wellbeing PLT •All staff. •Wellbeing PLT. •Year level teachers, Leadership and parents.	• As time tabled ongoing throughout the year. • Ongoing Staff induction. •Term 1. • Ongoing. •Start of the year. •Term 4	Commitment of all staff to the updated Student Engagement and Wellbeing policy and Program All staff have an awareness and understanding of their responsibilities in relation to our risk management and activities calendar Annual planner for student Wellbeing developed and distributed at the beginning of the year. Consistent implementation of student management processes and documentation by all staff. DEECD support services personnel and external agencies to provide professional learning for staff in the SAFEminds program Establish detailed plan to support students' transition from Year 4 to Year 5

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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.*	▪ Restructure teams to reflect the needs of the Strategic Plan and the AIP ▪ Develop a Whole School Professional Learning Plan ▪ Development of Performance and Development Plans for 2015 ▪ Establish data team and develop action plan ▪ Create a plan and budget for promoting the school in the wider community	▪ ▪ Scheduled leadership meetings ▪ Staff and Level meetings ▪ Scheduled leadership meetings ▪ Provision of meeting time for staff and parent representatives ▪ Funding provided for development of promotional material	▪ Prin class and Consultative Committee ▪ Leadership team ▪ All staff members supported by their team leaders ▪ Leadership team ▪ Leadership team; Transition co-ordinators; School Council and student representatives	▪ January ▪ By end of February ▪ By end of February	All staff Performance and Development Plans are linked to the Strategic Plan and the Annual Implementation Plan and show growth in their instructional practice All teachers provide evidence through their PDP of their commitment to coaching and feedback sessions Establish data teams, implement structured meetings times and develop action plan Action Plan developed for building enrolments and transitioning students from Kindergarten into Foundation Promotional material developed and disseminated