

# Annual Implementation Plan 2015 Parkwood Green Primary School School No: 5480

Based on Strategic Plan developed for 2011-15



<p>Endorsement by School Principal</p>	<p>Signed: (Principal's signature)</p> <p>Name: Kerri Simpson</p> <p>Date: February 2015</p>
<p>Endorsement by School Council</p>	<p>Signed:  (School Council President's signature)</p> <p>Name: Fiona Hyett</p> <p>Date: February 2015</p>



## Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	<p>To improve the learning growth Prep to year 6 so that all students are making at least one years growth every year.</p> <p>To improve the Mean Scale Score in Reading for Year 3 and year 5</p> <p>To decrease the number of students below the level in years 2,4,6 in Reading and Number</p>	<p>To improve the growth of all students in Literacy and Numeracy by at least 20%</p> <p>To <b>decrease</b> the % of students in the <b>Medium</b> Relative growth scales by at least 10%</p> <p>To <b>increase</b> the number of students in the <b>High</b> Relative Growth scales by 20%</p> <p>To <b>decrease</b> the number of students below the expected (6-12 mths) level in years 2,4,6 by 20%</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Improve the NAPLAN Mean Scale Score in Year 3 Reading by 10% To improve the NAPLAN Mean Scale Score in Reading at Year 5 by 10%</li> <li>To <b>increase</b> the number of students <b>above the level (6-12 mths above)</b> in Year 2, 4, 6. This is to improve by 10% using Fountas and Pinnell and verified by On-Demand testing</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>To improve the NAPLAN Mean Scale Score in year 3 Number by 10% To improve the NAPLAN Mean Scale Score in Year 5 number by 10%</li> <li>To increase the number of students at the level(6 to 12moths above) in Years 2,4,6 by 10% using On-Demand testing in Number and SNIMY for year 6</li> </ul> <p><b>Growth:</b></p> <ul style="list-style-type: none"> <li>To improve the Relative Growth measure in Reading and Number by lifting the HIGH growth by 10%</li> </ul>
<b>Student Wellbeing and Engagement</b>	<p>To improve the mean scale score in the Student Survey areas of: learning, connection to school and engagement with teachers</p> <p>To implement a 21st century learning environment with improved levels of student engagement in learning and feelings of wellbeing as reflected in the students' attitudes to learning, their positive behaviours and increased attendance levels.</p>	<p>To improve the scores in learning, connection to school and engagement by 20%</p> <p>By 2015, Student Opinion survey results will show improvement in mean scores in student motivation, learning confidence to consistently being 4.6 or above.</p> <p>To improve student attendance to above 95% attendance. To increase the number of students across the school with 100% attendance.</p> <p>By 2015, Staff Opinion survey will continue to show improvement in the area of learning and .</p> <p>By 2015, Parent Opinion survey results will show improvement in mean scores in stimulating learning, learning focus and student safety to consistently being 6.3 or above.</p> <p>Parent perception of teacher moral is to improve by 10%</p>	<p><b>Student Engagement and Wellbeing:</b></p> <ul style="list-style-type: none"> <li><b>Review the effectiveness of the current range of instructional strategies designed to improve the class learning environment including Goal setting and feedback ,Reward for effort and cooperative learning through student rubrics as documented in the McREL nine (9) strategies that work.</b></li> </ul> <p><b>Parent Partnership</b></p> <ul style="list-style-type: none"> <li><b>Build the partnership with parents to provide increased participation in school activities and in supporting student learning outcomes.</b></li> <li><b>To improve parent perception of teacher moral by 10%</b></li> </ul> <p><b>Student Leadership</b></p> <ul style="list-style-type: none"> <li>Promote opportunities to develop leadership skills and implement <b>strategies</b> designed to strengthen the student voice throughout the school</li> <li><b>The SWC to facilitate student feedback to teachers re learning using constructed rubrics.</b></li> <li><b>Allocation of staff leadership position to promote and strengthen student voice.</b></li> </ul>
<b>Transitions</b>	<ul style="list-style-type: none"> <li>To improve the opportunities for Transition K-prep and year 6-7 each year</li> <li>To foster buddy program across the school</li> <li>To ensure that the transition between classes is focus for improved learning</li> </ul>	<ul style="list-style-type: none"> <li>By 2015, Parent Opinion survey results will show improvement in mean scores in Transitions to consistently being 6.4 or above.</li> <li><b>Transitions within and across the natural transitions points within the school.</b></li> <li><b>Introduce a step-up strategy in the second last week of term 4 for all students.</b></li> </ul>	<p><b>Strengthening Relationships</b></p> <ul style="list-style-type: none"> <li>Enhance levels of involvement with the local preschools and strengthen the relationships and working links with nearby secondary school providers</li> </ul> <p><b>In-School Transition</b></p> <ul style="list-style-type: none"> <li>Strengthen the in-school transition processes to track students' progress and to identify the particular learning needs of students.</li> </ul>

## 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><b>LITERACY</b></p> <p><b>To enhance the learning and teaching practices in classrooms to achieve high level student learning outcomes in Reading Writing, Speaking and Listening, Grammar and vocabulary development</b></p>	<p>CAT and SiTeams to continue to monitor and evaluate the implementation of the documented English curriculum <b>P-6 with a focus in 2015 on vocabulary development, and the non-negotiables for planning.</b></p> <p>The Fountas and Pinnell continuum to be used in all classrooms for monitoring student learning growth for all student. <b>PM Benchmark for student deemed 'at risk' as additional assessment.</b></p> <p><b>On Demand testing to be used in years 3-6 twice a year to monitor the growth of students in Reading.</b></p> <p><b>Introduction of TORCH assessment for advanced readers.</b></p> <p><b>The Lexile (now Literacy Pro) resource to be used to increase the reading diet of students in years 3-6 who are reading above level 25..</b></p> <p>In the P-2 reading is to develop and extend fluency skill through the importance of oral reading on a regular basis.</p> <p>Continued the use of the Writers Notebook in all classes across the school to develop and extend student writing skill and expertise. especially within the personal narrative genre.</p> <p>Intervention for students 12-18 mths below the expected level</p>	<p>Through allocated time in the meeting schedule.</p> <p>Developing consistency through whole staff, Sub-School and PLT, Professional learning opportunities monitored and driven by the School Improvement team</p> <p>consistency monitored through the use of classroom observations that are founded from the PLT Learning Logs</p> <p>Use of On-Demand to monitor student growth</p> <p>Literacy Pro to be more consistently used in Years 3-6 for reading material level 25 and above.</p> <p>Use of <b>Reading Eggs</b> to provided reading opportunities to build reading quantity P-2</p> <p>Monitoring and tracking of English resources by the resource Manager; and Librarians</p>	<p>Classroom teachers P-6</p> <p>Curriculum Action Team (CAT)leaders and members</p> <p>SiTeam to monitor</p> <p>The Sub-School Principals to advise and redirect as necessary.</p> <p>Intervention team</p> <p>Use of Triads across the school to inform consistency and improve teacher practice.</p> <p>Continue the PL provided by the literacy knowledge within school</p>	<p>Curriculum Action Team meeting on the meeting cycle</p> <p>Weekly PLT meetings to reviewed especially in the Junior (Reading)and Middle /Senior School(reading and Writing) if needed. (Grades 2,4,6)</p>	<p>Teachers familiar with the documented curriculum and are planning the next steps for student learning.</p> <p><b>Assessment schedule to be reviewed and followed.</b></p> <p>Consistent practice in relation to Shared/modelled Reading, and the use of the Writers Notebook.</p> <p><b>Documented agreed practice for guided Reading across the school.</b></p> <p><b>All staff implementing of the Writers Notebook strategy with a focus on personal narrative as a teaching mode. For all genres.</b></p> <p>Teachers are using the data sets to track student learning growth and providing <b>regular</b> feedback to students.</p> <p>Learning Logs reflect the planning for specific cohorts of students</p> <p>Teacher capacity being deepened by the work of the PLT leaders.. This is reflected in classroom instruction.</p> <p><b>Coaching to be provided by the PLT leaders in each Sub-School</b></p> <p><b>Intervention 'non-negotiables' to be evident in classrooms where students are participating in intervention</b></p> <p>Librarians/ libraryassistants to be a resource for Literacy Pro implementation by allocating time for students in years 3-6 to borrow these texts.</p>

<p><b>NUMERACY</b></p> <p><b>Consistent Documentation and planning across the school</b></p>	<p>The PWG documented curriculum in Numeracy to be linked to effective planning</p> <p>Non-negotiables for planning are implemented..</p> <p>All teachers will use the uniform tracking documents against outcomes.</p> <p>Use of a Numeracy consultant to build numeracy knowledge and skill.</p> <p>Update and streamline planning knowledge in numeracy</p> <p>Membership of the Numeracy Improvement Network..</p> <p>Use of internal expertise in Numeracy to guide learning of teachers and students</p>	<p>Grade level PLTs, CATs, Use of a range of resources including Topic Tubs</p> <p>Monitoring through the numeracy budget.</p> <p>Use of the Numeracy Consultant.(10+ days of PL) f.or curriculum documentation and planning</p> <p>Membership of the wider Numeracy Network of schools.</p>	<p>All teachers in all year levels will be developing their knowledge of a sequential mathematics program</p> <p>PLT leaders will lead the use of the curriculum.</p> <p>CAT will monitor to planning and assessment schedule.</p>	<p>Commencing in Term 1 week 2 2015</p> <p>Monitoring through the SItream meetings, and through the Numeracy 'expert' group</p> <p>Sub-School meetings to monitor</p> <p><b>External Consultant: Chris Coombs</b></p>	<p>Use of the non-negotiables for Planning is evident.</p> <p>The Assessment Schedule for numeracy is in use.</p> <p>The curriculum is documented against the continuums.</p> <p>The PLTs monitor planning and implementation through the learning Logs</p> <p>Teachers are developing their ability to plan for 'multiple entry' points for differentiation.</p> <p>Consistent use of the planning, curriculum and assessment document</p> <p>Numeracy Curriculum Action Team to continue to develop the mathematical knowledge of teachers through planning, observation and feedback.</p>
<p><b>Achievement growth</b></p>	<p>Improved student relative growth in Numeracy from the low to high growth, across years 3-5.</p> <p>Use of SPA by teachers to monitor their class and the cohort through PLT participation</p> <p>Effect size to be investigated for teacher feedback</p>	<p>PLTs and use of continuums, and planning documents developed by Numeracy 'expert'team</p> <p>SPA Relative growth for teacher feedback.</p>	<p>PLT leaders and teachers. Implementation of teacher observation through Triads linked specifically to Numeracy planning learning Logs</p> <p>Data Manager (0.2)</p> <p>Teachers to continue to upload grade data.</p>	<p>Commencing Term 1 2015 in PLT meetings each week.</p> <p>Data manager to provide specific info re data trends to SI team.</p>	<p>Teachers will understand and look for Increased relative growth in the cohort of students.</p> <p>This will be reflected in the continued improved NAPLAN data in year 3 and 5</p> <p>Teacher mathematics knowledge improved through the understanding of the learning links in maths</p> <p>Improved number knowledge of the students.</p>
<p><b>Coaching/Consultant</b></p>	<p>Use of a Numeracy 'Expert' group, to learn alongside the Numeracy Consultant Chris Coombes .</p>	<p>Allocated days per year to meet with the Numeracy Consultant</p>	<p>Numeracy leaders as per 2014</p>	<p>Ongoing in 2015</p>	<p>Improved content knowledge of teachers. Agreed pedagogical strategies for Numeracy instruction. Structured observation of Numeracy lessons across the school</p>
<p><b>STUDENT WELLBEING</b></p>	<p>Use of the Wellbeing Team to monitor the Policy implementation and Case study structure across the school.</p>	<ul style="list-style-type: none"> <li>Wellbeing budget</li> <li>PD's for building teacher capacity</li> <li>Workshops to be</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing team</li> <li>Wellbeing officer</li> <li>School council sub committees</li> </ul>	<p>Ongoing throughout year</p> <p>Clearly defined plan established to develop student</p>	<p>Implementation of Esmart and You Can Do It by commencement of Term 2</p> <p>Teachers and students will be engaged in the concepts of the You Can Do it.</p>

<p><b>Student Leadership</b></p>	<p>Improving the student survey in areas of student connectedness, teacher effectiveness and student safety</p> <p>Student leadership through School Captains, House Captains, SRC and Class leaders</p>	<p>offered across the school through the meeting structure.</p> <ul style="list-style-type: none"> <li>Leadership training for all leaders</li> <li>Introduction of Class Leaders. All classes to have one/two changing each term</li> <li>Year 5 to train as Peer Mediators</li> </ul>	<ul style="list-style-type: none"> <li>PALS team</li> <li>Wellbeing Committee to implement and monitor.</li> </ul>	<p>voice across school by end of Term 2</p> <p>Monitored by the Wellbeing Committee through the Policy Training offered by Wellbeing Officer</p>	<p>The YCDI components are infiltrated into the learning language of the school</p> <p>School Captains/House Captains to be more active across the school this will be the role of Wellbeing Officer</p> <p>Students will be engaged in leadership opportunities from Prep</p> <p>Development of communal responsibility for students</p>
<p>STUDENT ENGAGEMENT</p> <p>Development of Curiosity</p>	<p>Develop 21<sup>st</sup> Century learning environments and the implementation of the Curiosity TOA. linking to an agreed Pedagogical model</p> <p>Support use of digital technology in teaching practice by use of in class coaching.</p> <p>Develop student voice in relation to their learning through the focus on student self-reporting on learning and feedback</p> <p>GPA to be explored by the Wellbeing team as a student feedback tool</p>	<p>Teacher project implementation of the Action Research from 2014</p> <p>Introduction of BYO device and ipads for Preps</p> <p>In class coaching of 'expert' team with Kym SA Educational Consultant.</p> <p>GPA to be used by teachers on the Wellbeing team and feedback for whole school implementation</p>	<p>Full time appointment of wellbeing officer</p> <p>Strengthen the Wellbeing team</p> <p>School employed Social worker and Youth worker.</p> <p>Continue to use the out-sourcing to Social Worker for home support (StartFresh)</p>	<p>Ongoing throughout the year</p> <p>Monitor through Policy meeting of the Student Wellbeing Mtg</p>	<p>In 2015 an agreed pedagogical instructional model will be explored. This will build on the knowledge teachers have attained through their Action research on the Curiosity theories of Action.</p> <p>TOA linked to the High Reliability strategies of Marzano.</p> <p>PLT will use Learning Logs to plan for learning at point of need.</p> <p>Teachers will be using SPA to track and celebrate achievement</p> <p>Student Self reporting on achievement will continue in the form of Three-way Conferences and Learning Expo's</p> <p>The student Wellbeing team will trial the GPA with their classes Middle and Senior school.</p>
<p>TRANSITIONS</p> <p>Kinder-Prep</p> <p>Year 6-Year 7</p>	<p>Transition team meet regular throughout the year with neighbouring Kinder and Secondary Schools.</p> <p>Calendar of meetings created</p> <p>Transition activities organised and implemented</p> <p>Student profiles used for developing knowledge of students starting school.</p> <p>Compass will be used as a learning platform in 2015</p>	<p>Transition team meet regular throughout the year with neighbouring Kinder and Secondary Schools.</p> <p>Calendar of meetings created and shared</p> <p>Transition activities organised and implemented</p> <p>Compass will be the learning management tool for parent, student and teacher contact</p>	<p>All Junior Sub-School Staff (PLT and ALL's)</p> <p>Sub School Principals</p> <p>All Senior School Staff (PLT's and ALL's)</p> <p>All Staff to be informed.</p>	<p>Terms 1-4</p> <p>Term 1</p> <p>Term 4</p>	<p>Teachers talking together about learning across the K-P and Year 6-7 sectors.</p> <p>Development of an accepted Transition assessment schedule</p> <p>Teachers in primary (Year 6) and Secondary Colleges doing same assessment of students.</p> <p>Agreed processes (learning and support) are established between the main/adjoining kindergartens and secondary colleges..</p>