

ANNUAL IMPLEMENTATION PLAN 2013

River Gum Primary School No: 5130

Based on Strategic Plan for 2012-2015



Together we can, for every child, every day in every classroom.



<p>Endorsement by School Principal</p>	<p>Name: Mrs Roma McKinnon Date: Wednesday 13 February</p>
<p>Endorsement by School Council President</p>	<p>Name: Mrs Brenda Foster</p>
<p>Endorsement by Senior Advisers Regional Performance and Planning. (SARPP)</p>	<p>Alex Greenwell</p>

Strategic Intent

<u>Strategic Plan 2012-2015</u>	Goals	Targets	One Year Targets
<p><u>Student Learning</u></p> <p>To improve student learning outcomes with a focus on Literacy and Mathematics.</p>	<p>Build a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes.</p> <p>Embed a culture of high expectations for students, for staff and for the engagement of all members of the school community.</p> <p>Enhance teaching and learning through the development and application of an agreed whole- of-school pedagogy.</p>	<p>75% of Year 3 and 5 students to be at or above the National minimal standard.</p> <p>2011 Performance at or above:</p> <ul style="list-style-type: none"> ○ Year 3: 11% ○ Year 5: 8% <p>Increase the percentage of students above the expected level (C) in writing, speaking and listening according to teacher judgement, by 50%.</p> <p>2011 performance of students achieving above:</p> <ul style="list-style-type: none"> ○ Speaking and Listening: 11% ○ Writing: 8% <p>Improve the Writing of the matched cohort from Year 3 to Year 5 by one full VELS level according to NAPLAN data.</p>	<p>Performance of students at or above the minimum standard in Year 3 will increase from 11% to 25% according to the National Minimum standard in Number for 2013.</p> <p>Performance of students at or above the minimum standard in Year 5 will increase from 8% to 25% according to the National Minimum standard in number for 2013.</p> <p>Performance of students operating above the expected will increase from 11% to 15% according to teacher judgements in Speaking and Listening for 2013.</p> <p>Moderated writing outcome targets for students according to teacher developed Non-Fiction Writing Rubrics :</p> <ul style="list-style-type: none"> • P-2: 80% at or above the expected level of achievement • 3-6: 80% at or above the expected level of achievement
<p><u>Student Engagement and Wellbeing</u></p> <p>To improve student engagement and wellbeing.</p>	<p>Enhance community cohesion by the promotion of the school's vision and Pedagogical Master Plan in order to embed student-centred curricula and teaching and learning practices.</p>	<p>Increase the students' Attitudes to Schools Survey response in relation to Student Distress and Student Morale, to the 4th quartile by 2015.</p>	<p>Increase the Attitude to School's survey response in relation to student distress and student morale moving towards the 75th percentile.</p>
<p><u>Student Pathways and Transition</u></p> <p>To improve student transitions into, through and beyond the school.</p>	<p>Further develop a sense of community where staff, parents and stakeholders are committed to working collaboratively to facilitate improvement in student transition and learning outcomes.</p>	<p>Increase the Parent Opinion survey in relation to transitions to the 4th quartile by 2015</p>	<p>Parent Opinion survey outcomes moving towards the 50th percentile in the category of Transition.</p>

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 style="text-align: center;"><u>STUDENT LEARNING</u></p> <p>To improve student learning outcomes with a focus on Literacy and Mathematics .</p> <p>Goal 1</p> <p>Enhance teaching and learning through the development and application of an agreed whole-of-school pedagogy in Mathematics-Number.</p>	<p><u>Big Ideas in Number</u></p> <p>Continue to implement a whole school framework for Mathematics based upon:</p> <ul style="list-style-type: none"> • The evidence based research in ‘The Big Ideas in Number’ by Diane Siemon; • Incorporating rich, open-ended tasks, with a focus on Number in daily lessons; • The implementation of a coaching and feedback culture to build teacher and leadership capacity; • whole school implementation of Multiliteracies to support the teaching, learning and professional development of teachers. • References to AusVELS in planning and assessment; • The implementation of student portfolios with a focus in Number. <p><u>CAFE</u></p> <p>Implement a school wide approach on anecdotal assessment and tracking of student learning outcomes in Mathematics utilising the CAFÉ Pensive, Student Learning Logs and the Ultranet.</p>	<p style="text-align: center;"><u>LEADER:</u></p> <p>Margaret Dolan</p> <p><u>SRP Funded Personnel</u></p> <p>LT – Amanda McLean (0.5)</p> <p>LT – Robyn Trzeciak (0.5)</p> <p><u>DEECD funded</u></p> <p>TPL – Karlyn Ferreira & Anj Baird</p>	<p><u>RMIT Researcher:</u></p> <p>Dianne Siemon</p> <p><u>Director of Learning & Teaching:</u></p> <p>Margaret Dolan</p> <p><u>Leading Teachers – Numeracy</u></p> <p>Amanda McLean</p> <p>Robyn Trzeciak</p> <p><u>Leading Teacher – Middle School</u></p> <p>Margaret Dolan</p> <p><u>Assistant Principal – Senior School</u></p> <p>Diane Morwood</p> <p><u>CTT Leaders:</u></p> <p>Khalia Barker, Allison King, Dominique Lomas & Anj Baird, Rebecca Lanagan and Minoli Dediwalage</p>	<p>Ongoing professional learning for the Big Ideas in Number developed by the staff in project teams for school-wide implementation.</p> <p>Fortnightly meeting time for e5 Instructional Mentoring conversations with a focus on the Mathematics goal, with partners changed each term.</p> <p>Weekly CTT meetings during shared release time will focus on data informed planning and moderation.</p>	<p><u>NAPLAN Outcomes</u></p> <p>Performance of students at or above the minimum standard in Year 3 will increase from 17% to 25% according to the National Minimum standard in Number for 2014.</p> <p>Performance of students at or above the minimum standard in Year 5 will increase from 7% to 25% according to the National Minimum standard in number for 2014.</p> <p><u>Performance and Development Culture</u></p> <p>All teachers and ES Intervention personnel will have documented anecdotal evidence of individual student goals, targeted instruction and teacher observation of student work in Number presented in P&DC reviews.</p>

<p style="text-align: center;"><u>STUDENT LEARNING</u></p> <p>To improve student learning outcomes with a focus on Literacy and Mathematics.</p> <p>Goal 2</p> <p>Enhance teaching and learning through the development and application of an agreed whole-of-school pedagogy in Literacy-Speaking & Listening.</p>	<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>Continue to implement a whole school framework for Literacy, including EAL/Speaking and Listening based upon:</p> <ul style="list-style-type: none"> the Daily 5 Literacy approach and Non-Fiction Writing; Whole School Implementation of Multiliteracies; the building of teacher capacity in the assessment and monitoring of Speaking & Listening. <p><u>CAFE</u></p> <p>Continue the implementation of the school wide approach on anecdotal assessment and tracking of student learning outcomes in Literacy based on the CAFÉ approach.</p> <p><u>LOTE</u></p> <p>Exploration and preparation in implementing an Asian language in conjunction with Casey Central Network of schools.</p> <p><u>Wannik</u></p> <p>To continue the implementation of KERP</p>	<p style="text-align: center;"><u>LEADER:</u></p> <p>Margaret Dolan</p> <p><u>SRP Funded Personnel</u></p> <p>LT – Allison King (Wannik)</p> <p>Expert T – Lyn Cockerell</p>	<p><u>Director of Learning & Teaching:</u></p> <p>Margaret Dolan</p> <p><u>Leading Teacher – Middle School / LOTE</u></p> <p>Margaret Dolan</p> <p><u>Assistant Principal – Senior School</u></p> <p>Diane Morwood</p> <p><u>ES Literacy/EAL Intervention:</u></p> <p>Aphrodite Vantarakis Lyn Cockerell</p> <p><u>Leading Teacher - Wannik:</u></p> <p>Allison King</p> <p><u>Leader of Learning – Global Languages / EAL</u></p> <p>Lyn Cockerell</p> <p><u>CTT Leaders:</u></p> <p>Khalia Barker, Allison King, Dominique Lomas & Anj Baird, Rebecca Lanagan and Minoli Dediwalage</p>	<p>Ongoing professional learning for Speaking and Listening, ESL, CAFÉ and Ultranet for school-wide implementation.</p> <p>Fortnightly meeting time for e5 Instructional Mentoring conversations.</p> <p>Weekly CTT meetings during shared release time will focus on data informed planning and moderation.</p>	<p><u>NAPLAN Outcomes</u></p> <p>Performance of students operating above the expected level will increase from 11% to 15% according to teacher judgements in Speaking and Listening for 2014.</p> <p>Moderated writing outcome targets for students according to teacher developed Non-Fiction Writing Rubrics :</p> <ul style="list-style-type: none"> P-2: 80% at or above the expected level of achievement 3-6: 80% at or above the expected level of achievement <p><u>Performance and Development Culture</u></p> <p>All teachers and ES Intervention personnel will have documented anecdotal evidence of individual student goals, targeted instruction and teacher observation of student work presented in P&DC reviews.</p>
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<p style="text-align: center;"><u>STUDENT ENGAGEMENT</u></p> <p>To improve student engagement and wellbeing.</p> <p>Goal 3</p> <p>Enhance community cohesion by the promotion of the school's vision and Pedagogical Master Plan in order to embed student-centred curricula and teaching and learning practices.</p>	<p><u>Student Voice</u></p> <p>Redevelop a student voice leadership team directly elected by the students, with representation of students in Years 3-6. Student Voice Leaders will lead whole school initiatives including the Ultranet, Kitchen Garden, Performing Arts and Community Liaison.</p> <p><u>Healthy Eating Program</u></p> <p>Introduce Stephanie Alexander Kitchen Garden program.</p> <p>Students design menus and prepare food from the school vegetable garden from a variety of different cultures.</p> <p><u>KidsMatter Framework</u></p> <p>Audit the accomplishments of components 2, 3 & 4 with a focus on social skills.</p> <p><u>Student Engagement Policy</u></p> <p>Review and update the Student Engagement Policy in line with DEECD requirements.</p> <p><u>Program for Students with Disabilities</u></p> <p>Continue capacity building of Education Support staff in whole school student learning goals and English as an Additional Language.</p> <p><u>Attendance</u></p> <p>Continue the initiative 'It's cool to be a school!'</p>	<p style="text-align: center;"><u>LEADER:</u></p> <p>Diane Morwood</p> <p><u>SRP Funded Personnel</u></p> <p>LT – Allison King (Attendance)</p> <p>CTT Leaders – Khalia Barker, Minoli Dediwalage, Rebecca Lanagan, Dominique Roff, Allison King & Anj Baird</p>	<p><u>Leading Teacher – Junior School</u></p> <p>Amanda McLean Robyn Trzeciak</p> <p><u>Leading Teacher – Middle School</u></p> <p>Margaret Dolan</p> <p><u>Assistant Principal – Senior School</u></p> <p>Diane Morwood</p> <p><u>CTT Leaders:</u></p> <p>Khalia Barker, Allison King, Dominique Lomas & Anj Baird, Rebecca Lanagan and Minoli Dediwalage</p> <p><u>Student Voice:</u></p> <p>Amy McLachlan Danielle Hayek</p> <p><u>Leading Teacher – Attendance:</u></p> <p>Allison King</p> <p><u>Kitchen Garden:</u></p> <p>Chris Talbot</p>	<p>Student Voice Team, Healthy Eating Team, Kidsmatter Team and Attendance Team meet at least twice per term to work on the initiative. Written update reports submitted to the Executive Team at the end of each term. Regular features of each team's work included in the newsletter and webpage.</p>	<p>Increase the Attitude to School's survey response in relation to the areas under 'Student Relationships' to the 75th percentile.</p> <p>Fortnightly forums conducted with the student voice leaders, with the school captains running the meeting with staff as coaches.</p> <p>Increased community participation in school activities and events.</p> <p>Decreased negative behaviour in classrooms and in the school yard, reflecting in a 25% increase according to Staff Opinion data in the areas of 'Team-based practice' and 'Student Behaviour'.</p> <p>Parent involvement in classrooms, with the frequency documented by classroom teachers.</p> <p>ES Intervention personnel employed to work with students to create healthy foods from the school vegetable garden.</p> <p><u>Performance and Development Culture</u></p> <p>Social skills sessions evident in teacher work programs and planning.</p> <p>Community participation in the classrooms evident through planning documents.</p>
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**PATHWAYS
&
TRANSITION**

To improve student transitions into, through and beyond the school.

Goal 4

Further develop a sense of community where staff, parents and stakeholders are committed to working collaboratively to facilitate improvement in student transition and learning outcomes.

Playgroup

Continue to build the school playgroup, increasing the availability to our community to two sessions a week.
Introduce 3 Year Old Early Learning group in partnership with Chisholm.

Student Learning Data

Begin electronic collection and tracking of student data and work samples and transfer to teachers at the beginning of the school year.

Teachers continue to develop an understanding of student learning, social and emotional needs of each student prior to commencing the school year.

Whole School Transition

Continue the "Step into Prep" program.

Create opportunities for the Student Voice in the development of future transition initiatives.

Continue the Start Up program for the commencement of the school year where school values, routines and expectations regarding behaviour, dress standards are addressed.

Community Liaison

Continue to expand the Community Liaison group to engage with the local community to showcase the achievements of River Gum Primary School and plan community events.

LEADER:

Diane Morwood

SRP Funded Personnel

LT – Allison King (Graduation)

AT – Karlyn Ferreira

AT – Kyla Field

Leading Teacher – Junior School

Amanda McLean
Robyn Trzeciak

Leading Teacher – Middle School

Margaret Dolan

Assistant Principal – Senior School

Diane Morwood

Transition:

Kyla Field

Early Childhood

Karlyn Ferreira

CTT Leaders:

Khalia Barker, Allison King, Dominique Lomas & Anj Baird, Rebecca Lanagan and Minoli Dediwalage

Leading Teacher - Year 6 Graduation:

Allison King

Kinder/Prep Transition Team to meet twice per term with the Hampton Park network.

Transition Team meet at least twice per term to develop the initiative
Written update reports submitted to the executive team at the end of each term.
Regular features of each team's work included in Connections and Webpage.

Leading the Transition and Pathways committee in the Casey Central Network.

Continue links with Chisholm Early Childhood.

Parent Opinion survey outcomes moving towards the 50th percentile in the category of Transition.

Increased participation and continued partnership with Chisholm Early Childhood in regular playgroup sessions.

Staff forums used for staff to meet with each other regarding the needs of their students for the following year.

Parent forums held during prep transition for parents to have an understanding of their role in their child starting school.

Student voice attends and contributes to whole school transition meetings.

Performance and Development Culture

Students with siblings under 5 are encouraged to attend Playgroup by classroom teachers through communication with parents.

Encouraging parents to attend community liaison and information sessions via a personal approach and documented in teacher diaries.

