

ANNUAL IMPLEMENTATION PLAN 2014

River Gum Primary School No: 5130

Based on Strategic Plan for 2012-2015

At River Gum Primary School students own their learning and our teacher's use their pedagogical knowledge to personalise learning.

We value community, relationships and reflection.

A Kaleidoscope of Learning...



Endorsement by School Principal	Name: Mrs Roma McKinnon
Endorsement by School Council	Name: Mrs Sherryn Dunmore
Endorsement by Senior Field Officer	

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 Numeracy.</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 80th 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><u>STUDENT LEARNING</u></p> <p>To improve student learning outcomes with a focus on English 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>Performance and Development Culture</u></p> <p>Implement DEECD P&DC procedures by Building a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes by implementing the Bastow Coaching for leadership, Collaborative Teaching Teams and School Improvement Team.</p>	<p>Website: Current updates and publish all policies related to Student Learning.</p> <p>Publish weekly Connection features on Student Learning and transfer to Website.</p> <p><u>Big Ideas in Number</u></p> <p>Consult, Inform review and 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; • Continued implementation of Maths 5 framework across all levels of RGPS; • References to AusVELS in planning and assessment; • The implementation of student portfolios on Gen Ed with a focus in Number; • Whole school implementation of Multiliteracies to support the teaching, learning and professional development of teachers. 	<p><u>Leader:</u></p> <p><u>Margaret Dolan</u></p> <p>Classroom teachers will continue to spend 10 sessions a week on mathematics instruction.</p> <p><u>Executive members will provide classroom support for students and teachers. This will directly relate to the Multiple Sources of Feedback, reflection and building teacher capacity.</u></p> <p>Creation of resource banks of activities that complement The Big Ideas in Number.</p> <p>Purchasing of adequate resources to support teacher knowledge and student learning</p> <p>PD that explores The Big Ideas in Number. This will include PD sessions led by Mathematics Leaders of Learning and by staff undertaking action research.</p> <p>Further professional development in AUSVels</p> <p><u>Community Liaison</u> to organise/promote opportunities for parents to engage in curriculum.</p>	<p><u>Leaders</u></p> <p>Leading Teacher- Instructional Leadership</p> <p>Margaret Dolan</p> <p>Leading Teachers- Student Learning-Mathematics</p> <p>Amanda McLean & Robyn Trzeciak</p> <p>CTT Leaders:</p> <p>Classroom teachers</p>	<p><u>Whole Year</u></p> <p>Ongoing professional learning for the Big Ideas in Number facilitated by Leaders of Learning.</p> <p><u>Term</u></p> <p>Staff to be audited at the beginning of each term to identify their needs and recommendations for further PD.</p> <p>Action Research projects developed by members of project teams to support and develop our whole school framework.</p> <p><u>Fortnightly</u></p> <p>Triad Mentoring conversations with a focus on student learning.</p> <p><u>Fortnightly</u></p> <p>The SIT (School Improvement Team) to discuss progress of action learning teams. Report to Executive on issues/progress.</p> <p><u>Weekly</u> CTT meetings during shared release time will focus on data informed planning and moderation.</p>	<p><u>NAPLAN Outcomes</u> Performance of students at or above the minimum standard in Year 3 will increase from 83% to 90% according to the National Minimum standard in Number for 2014 according to NAPLAN.</p> <p>Performance of students at or above the minimum standard in Year 5 will increase from 88% to 95% according to the National Minimum standard in number for 2014 according to NAPLAN.</p> <p>Move closer to Statewide benchmarks in 2014.</p> <p><u>Effect Size</u></p> <p>Teachers will be able to show an Effect size of 0.4 at or above for 80% of students growth (value added) within their class using SNMY or Common misunderstandings assessments.</p> <p>School wide implementation and further development of the Maths 5 structure developed by staff.</p> <p><u>2014 Parent Opinion Survey</u> Parent responses to how stimulating the learning we are providing is will move from the 2nd quartile to the 3rd.</p> <p>Parent responses to how well we provide learning focus will improve from 1st quartile to the 2nd.</p>

<p><u>STUDENT LEARNING</u> To improve student learning outcomes with a focus on English and Mathematics.</p> <p>Goal 2 Enhance teaching and learning through the development and application of an agreed whole school pedagogy in Reading, Writing and Speaking and Listening..</p> <p>Performance and Development Culture Implement DEECD P&DC procedures by Building a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes by implementing the Bastow Coaching for leadership, Collaborative Teaching Teams (CTT) and School Improvement Team. (SIT)</p>	<p>Website: Current updates and publish all policies related to Student Learning.</p> <p>Publish weekly Connection features on Student Learning and transfer to Website.</p> <p><u>Daily 5 & CAFÉ</u> Consult, Inform review and continue to implement and monitor the Daily 5 and CAFÉ approach to literacy.</p> <ul style="list-style-type: none"> - Focus on developing a common research based approach to writing that can be incorporated within Daily 5 and CAFÉ. - Establish a consistent approach of anecdotal assessment and tracking of student learning outcomes. - Implement an integrated approach of Multiliteracies to support student learning and teacher professional knowledge. - Cultivate the introduction of ‘Whole Language’ experiences during Daily 5 to enhance student learning. - Commence a culture of feedback from multiple sources to build teacher capacity and practices of reflection. <p><u>Speaking and Listening</u> Continue to focus on developing a consistent, whole school approach of assessment practices in Speaking and Listening.</p> <ul style="list-style-type: none"> - Build teacher capacity and knowledge in assessing and monitoring Speaking and Listening. - Participation in the Classroom Promotion of Oral Language research project – led by Robyn Trzeciak. 	<p>Classroom teachers will continue to plan and provide 10 sessions of literacy per week.</p> <p>Classroom teachers will use Effect Size to monitor the progress of their students and will be required to provide details during P&DC reviews.</p> <p>A budget for EAL and Engage with Asia will be developed and managed by Lyn Cockerel.</p> <p>Relevant learning resources will be purchased to develop teacher knowledge and pedagogy for PD sessions</p> <p>Professional Development sessions will be delivered by the Literacy Team. They will focus on current research and professional practice and will focus on the needs of students, in particular writing.</p> <p>Professional Learning provided by external sources, must be directly linked to the 2014 AIP goals and ideas and concepts implemented in classroom practice.</p> <p>Teachers will provide their students with motivating, inspiring and stimulating learning spaces to enhance</p>	<p><u>Leader:</u> <u>Margaret Dolan</u></p> <p><u>SRP Funded</u> LT- Robyn Trzeciak LT - Amanda McLean</p> <p><u>DEECD Funded</u> TPL – Patrick Virtue (as well as Amy McLachlan, Danni Hayek and Kyla Field)</p> <p><u>CTT Leaders</u> Amy McLachlan, Rebecca Lanagan, Danni Hayek, Anj Baird, Allison King and Phil O’Reilly.</p> <p><u>Classroom Teachers</u></p> <p><u>Timetabled Literacy Support and Intervention</u> Junior School - Aph Vantarakis Middle and Senior School –SWAN Emma Burns Skie Arnold Jenny Greenland Neil Riley</p>	<p><u>Whole Year</u> Ongoing professional learning for the areas of Reading, Writing, Speaking and Listening, EAL and Asian language.</p> <p><u>Term</u> Staff to be audited at the beginning of each term to identify their needs and recommendations for further PD.</p> <p>Student Learning to be a focus on the PD schedule each term.</p> <p><u>Fortnightly</u> Triad Mentoring conversations with a focus on student learning. Meet with the Literacy Team to establish further learning and professional development required as well as to gather feedback and reflection.</p> <p><u>Weekly</u> CTT meetings during shared release time will focus on data informed planning and moderation of student learning. TPL – meet weekly with Patrick to monitor progress and provide support.</p>	<p>All classroom teachers and ES Intervention personnel will have documented anecdotal evidence of individual student goals, targeted instruction and teacher observation of student work. This will be a requirement for P&DC reviews.</p> <p>Formation of a common place on the Staff Drive to store and share ideas and resources.</p> <p>Feedback from Classroom support visits AND development of feedback from multiple sources ie. Triad mentoring groups, peer to peer observations etc...</p> <p>Adaptation of the current writing approach to suit the needs of students and reflect current practice.</p> <p>Develop new rubrics for both writing and speaking and listening based on the current AusVELS curriculum.</p> <p>Establish moderation practices across the school for major discipline areas.</p> <p>Integration of elements of Cultural Studies into classroom practice.</p> <p>Performance of students operating above the expected level will increase from XX% to XX% according to teacher judgements in Speaking and Listening for 2014 .</p> <p>Moderated writing outcome targets for students according to teacher judgments :</p> <ul style="list-style-type: none"> • P-2: 100% at or above the expected level of achievement according to NAPLAN. • 3-6: 95% at or above the expected level of achievement according to NAPLAN. <p>Performance of students at or above the minimum standard in Year 3 will increase from 90% to 95% according to the National Minimum standard in Reading for 2014 according to NAPLAN.</p>
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	<p><u>English as an Additional Language</u></p> <ul style="list-style-type: none"> - Maintain the relationship between River Gum PS and the English Language School. - Continue to update staff on current information regarding EAL as required. - Continue to monitor and develop the EAL program offered to students (in their classroom) by ES staff members. <p><u>National Plan Implementation Students With Additional Needs</u></p> <p><u>SWAN</u></p> <p><u>Consult, Inform ,document and implement an extra assistance program – identify students ‘at risk’ and students with high potential and establish focus groups within the classroom to improve student learning outcomes measured by Effect Size.</u></p> <p><u>Engage with Asia</u></p> <p>Continue the implementation of Asian Studies and the language of Mandarin in conjunction with the Casey Central Network of schools.</p> <ul style="list-style-type: none"> - Establish a ‘Sister School’ and begin communications and sharing of resources. - Build teacher knowledge to enable ‘Through Lines’ of the Asian culture within daily classroom practice. 	<p>student learning outcomes.</p> <p>The Literacy Team will provide parent information sessions throughout the 2014 school year.</p> <p><u>Executive members will provide classroom support for students and teachers. This will directly relate to the Multiple Sources of Feedback, reflection and building teacher capacity.</u></p> <p>The SWAN program will be developed in consultation with classroom teachers, Lyn Cockerel, Margaret Dolan, Robyn Trzeciak and Amanda McLean.</p> <p>Actively contribute and maintain contact with our ‘Sister School’ and the Casey Central Network of schools.</p>	<p><u>EAL</u></p> <p>Lyn Cockerell Kristina Dobrigna</p> <p><u>National Plan implementation of Students With Additional Needs (SWAN)</u></p> <p><u>Staffing:</u></p> <p>Junior School - Aph Vantarakis Middle and Senior School –SWAN Emma Burns Skie Arnold Jenny Greenland Neil Riley</p>		<p>Performance of students at or above the minimum standard in Year 5 will be maintained at 100% according to the National Minimum standard in Reading for 2014 according to NAPLAN.</p> <p>Performance of students at or above the minimum standard in Year 3 will increase from 84% to 90% according to the National Minimum standard in Spelling for 2014 according to NAPLAN.</p> <p>Performance of students at or above the minimum standard in Year 5 will increase from 92% to 95% according to the National Minimum standard in Spelling for 2014 according to NAPLAN.</p> <p>Performance of students at or above the minimum standard in Year 3 will increase from 83% to 90% according to the National Minimum standard in Grammar and Punctuation for 2014 according to NAPLAN.</p> <p>Performance of students at or above the minimum standard in Year 5 will increase from 87% to 90% according to the National Minimum standard in Grammar and Punctuation for 2014 according to NAPLAN.</p> <p>Teachers will be able to show an Effect size of 0.4 at or above for 80% of students growth (value added) within their class in student reading levels (Running records) as well as other areas of student achievement that are measurable.</p> <p>Move closer to Statewide benchmarks in 2014.</p>
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<p><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>Performance and Development Culture Implement DEECD P&DC procedures by Building a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes by implementing the Bastow Coaching for leadership, Collaborative Teaching Teams (CTT) and School Improvement Team. (SIT)</p>	<p>Review of SATS data by Insight SRC in Term 1</p> <p>Web site: Current updates and publish all policies related to Student Engagement.</p> <p>Publish weekly Connection features on Student Engagement and transfer to Website.</p> <p><u>Student Voice</u></p> <p>Consult, Inform and implement Student Voice operational protocols and revisit, document and publish to the Community election process. 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 Gen Ed, Kitchen Garden, Performing Arts and Community Liaison.</p> <p><u>Kitchen Garden</u></p> <p>Continue the Stephanie Alexander Kitchen Garden.</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>The Wellbeing Team to implement 'The Victorian Prevention and Health Promotion Achievement Program' and audit the accomplishments of components 2, 3 & 4 of Kids Matter.</p> <p><u>Attendance</u></p> <p>Consult, review, Inform and implement Continue the initiative 'It's cool to be a school!'</p> <p><u>Behaviour Management:</u> In term One Consult, review Inform and implement Behaviour Management and Implement program as guided by CASEA</p> <p><u>Specialist Program:</u></p> <p>Consult, Inform and implement an Inquiry based Specialist Program (STEM) Multi-literacies & Kitchen Garden & Science</p> <p><u>Program for Students with Disabilities</u> Continue capacity building of Education Support staff in whole school student learning goals and English as an Additional Language.</p>	<p><u>LEADER:</u></p> <p><u>Leading Teacher – Student Wellbeing</u></p> <p>Diane Morwood</p> <p>Executive members will provide specialist support for students and teachers. This will directly relate to the Multiple Sources of Feedback, reflection and building teacher capacity.</p> <p><u>Leading Teacher – Foundation</u></p> <p>Robyn Trzeciak</p> <p><u>Leading Teacher – Junior School</u></p> <p>Amanda McLean</p> <p><u>Leading Teacher – Middle & Senior School</u></p> <p>Margaret Dolan</p> <p>CTT leaders</p> <p>Classroom and Specialist teachers</p>	<p><u>Student Voice:</u></p> <p>Philip O'Reilly Laura Kelly Mary –Jo Dobell</p> <p><u>Kitchen Garden:</u></p> <p>Chris Talbot</p> <p><u>Kids Matter:</u></p> <p>Laura Kelly</p> <p><u>Student Wellbeing Teacher</u></p> <p>Laura Kelly</p> <p><u>Medicare local</u></p> <p>Karen Cousins</p> <p><u>Attendance:</u></p> <p>Rebecca Lanagan</p> <p><u>Behaviour Management:</u></p> <p>Rebecca Lanagan</p> <p><u>Specialist Program:</u></p> <p>Di Morwood</p> <p><u>PSD</u></p> <p>Diane Morwood</p>	<p>Student voice meetings – Fortnightly</p> <p>Timetabled focused areas of the school-Rotated each term</p> <p>Wellbeing professional development three times a term</p> <p>Student Wellbeing Team will meet at least twice per term to work on the initiative. Regular features of work included in the newsletter and webpage.</p>	<ul style="list-style-type: none"> • Increase the Attitude to School's survey response in relation to the areas under 'Student Relationships' to the 80th percentile. • Fortnightly forums conducted with the student voice leaders, with the school captains running the meeting with staff as coaches. • The VCAL and Community Service students from Chisholm to support the Kitchen Garden. <p>The Community Service students have a set placement at River Gum Primary. Implementation of the 'KidsMatter Framework' and 'Victorian Prevention and Health Promotion Achievement Program'.</p> <ul style="list-style-type: none"> • Increased community participation in school activities and events. • Increase the Parent Opinion survey response in relation to Behaviour management to 50th percentile and Student Motivation to 75th percentile. • Parent involvement in classrooms, with the frequency documented by classroom teachers.
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