

# Annual Implementation Plan 2015 Wedge Park Primary School 5206

Based on Strategic Plan developed for 2013-2016



<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature) Name – DOREEN MONTGOMERY Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature) Name – ELIZABETH SCHNEIDER Date.....</p>



Strategic Intent – Wedge Park Primary School 5206

	Goals	Targets	One Year Targets
<b>Student Learning</b>	<p>Improve individual student learning outcomes in English and Mathematics.</p> <p>To provide a GVC (Guaranteed and Viable Curriculum) – written, taught and assessed across all year levels.</p>	<p><b>Teacher Assessments</b> Results will show that 40% of students are either A or B in Reading and Number.</p> <p><b>NAPLAN</b> Year 3 to Year 5 Relative Growth Analysis Value added to be above the State Average Growth</p>	<p><b>By the end of 2015:</b> Prep – 42 students in Reading, Writing and Number will achieve F.5 or 1.0 Gr1 – 47 students in Reading, Writing and Number will achieve 1.5 or 2.0 Gr2 – 42 students in Reading, Writing and Number will achieve 2.5 or 3.0 Gr3 – 42 students in Reading, Writing and Number will achieve 3.5 or 4.0 Gr4 – 32 students in Reading, Writing and Number will achieve 4.5 or 5.0 Gr5 – 40 students in Reading, Writing and Number will achieve 5.5 or 6.0 Gr6 – 43 students in Reading, Writing and Number will achieve 6.5 or 7.0</p> <p>Learning growth P-6 assessed by teachers to be at least 1.0 AusVels by the end of 2015.</p> <p><b>NAPLAN</b> Year 3 to Year 5 Relative Growth Analysis Value added to be above the State Average Growth</p> <p><b>Staff Opinion Survey</b> Guaranteed and Viable Curriculum (School Climate) to be above 83%</p>

<p><b>Student Engagement and Wellbeing</b></p>	<p>To develop students who are respectful, educated, show aspiration, are cooperative, show honesty and do not want to be absent from school.</p> <p>To increase student engagement through developing independent learners who think critically, communicate, collaborate and show creativity.</p> <p>To increase a culture of differentiated learning and wellbeing with a focus on building constructive relationships school-wide valuing and promoting best teacher practice.</p>	<p>Student absence across the school to be at state mean.</p> <p><b>Attitudes to School Student Survey:</b>  <u>Year 5</u>  To improve classroom behaviour measure from 2.50 to 3.34  To improve school connectedness measure from 4.31 to 4.39  To improve student motivation measure from 4.55 to 4.56  <u>Year 6</u>  To improve classroom behaviour measure from 2.44 to 3.46  To improve school connectedness measure from 4.16 to 4.39  To improve student motivation measure from 4.50 to 4.61</p> <p><b>Staff Opinion Survey</b>  To improve collective efficacy measure from 57% to 77%  To improve parent and community involvement measure from 66% to 78%  To improve trust in students and parents measure from 46% to 74%</p> <p><b>Parent Opinion Survey</b>  Approachability and General Satisfaction to at or above 50%</p>	<p><b>Absence in 2015 will be:</b>  Prep - 13.93  Gr 1 - 13.85  Gr 2 - 13.49  Gr 3 - 14.34  Gr 4 - 14.35  Gr 5 - 13.61  Gr 6 - 15.29</p> <p><b>Attitudes to School Student Survey:</b>  <u>Year 5</u>  To improve classroom behaviour measure from 2.50 to 3.34  To improve school connectedness measure from 4.31 to 4.39  To improve student motivation measure from 4.55 to 4.56  <u>Year 6</u>  To improve classroom behaviour measure from 2.44 to 3.46  To improve school connectedness measure from 4.16 to 4.39  To improve student motivation measure from 4.50 to 4.61</p> <p><b>Staff Opinion Survey</b>  To improve collective efficacy measure from 57% to 77%  To improve parent and community involvement measure from 66% to 78%  To improve trust in students and parents measure from 46% to 74%</p> <p><b>Parent Opinion Survey</b>  Approachability and General Satisfaction to at or above 50%</p>
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<p><b>Student Pathways and Transitions</b></p>	<p>Develop consistent teacher practice to ensure effective data transitions between grade levels.</p>	<p>To have all students achieve at least one year's growth (1.0 AusVELS) in English and Mathematics according to Teacher Judgements.</p> <p><b>Staff Opinion Survey</b>  Staff Trust in Colleagues to be above 83%  Teacher Collaboration to be above 70%</p> <p><b>Parent Opinion Survey</b>  Transitions and Social Skills to be at or above 75%</p>	<p>To have all students achieve at least one year's growth (1.0 AusVELS) in English and Mathematics according to Teacher Judgements.</p> <p><b>Staff Opinion Survey</b>  Staff Trust in Colleagues to be above 83%  Teacher Collaboration to be above 70%</p> <p><b>Parent Opinion Survey</b>  Transitions and Social Skills to be at or above 75%</p>
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Implementation – Wedge Park Primary School 5206

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	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>To continue coaching in the classrooms to build the collective accountability of teachers to teach to every student's point of need.</b></p>	<p>Refer to the scope and sequence documents of English and Mathematics.</p> <p>Leadership Team continue to coach in classrooms and give timely feedback to improve teaching and learning.</p> <p>Build teacher capacity to identify every student's point of learning by assessing against AusVELS and developing strategies to maximise the improvement of their learning.</p> <p>Improve teacher work programs to include: effective lesson structures, learning intentions, success criteria and reflection questions using the schools work program rubrics.</p>	<p><b>Teaching Staff:</b> Tarnie, Rebecca H, Kathy, Lauren, Kristy, Sam B, Nafoose, Michelle, Kirralee, Erin T, Kate, Sam D, James, Gary, Jessica R, Diane, Tim, Jodie, Stefanie, Jordan, Belinda K, Craig, Karyn, Rickie, Briegh, Laura, Mallory, Sarah, Tina, Jessica A, Racheal, Erin K, Fiona, Kim, Belinda, Jen V, Sarah V, Ella, Angee, Yvette, Chelsea, Alissa, Kim R, Julie, Don &amp; Lorraine S</p> <p><b>ES Staff:</b> Brenda, Julie Anne, Kate, Margaret, Penny, Robyn, Shiloh, Sandra, Leanne, Brendan, Teresa &amp; Carly</p> <p><b>Leadership Team:</b> Melissa, Margaret, Brian &amp; Cassie Doreen &amp; Jen S</p> <p>Andrew Bridge</p>	<p>Daily</p> <p>Daily in various rooms</p> <p>Wednesday</p> <p>Weekly</p>	<p>Deliver differentiated lessons. Evidence as presented in work programs, term planners and PLT discussions.</p> <p>Triangulate the data to achieve 40% of students at A or B in Teacher Judgements.</p> <p><b>Consistency of teacher practice to improve:</b></p> <ul style="list-style-type: none"> <li>• the quality of questioning,</li> <li>• building of relationships</li> <li>• lesson structure</li> <li>• learning intentions and success criteria</li> <li>• goals for all</li> <li>• giving and receiving feedback</li> <li>• more effective student conversations</li> </ul> <p>Staff work programs reaching Fully Meets or Exceeds in the schools work program rubrics during PDP reviews.</p>

<p><b>Individual learning goals that are relevant and meaningful are to be used and reviewed on a regular basis.</b></p>	<p>Staff to conference and review goals often using the Goals for All book.  <b>Staff to conferences and utilise pre tests to establish purposeful individual learning goals in; Reading, Writing, Numeracy (NUMBER) and Personal Learning. Reviewing and setting goals every 4-6 weeks. All goals and reflections to be recorded in Goals for All book.</b></p>	<p><b>Teaching Staff:</b>  Tarnie, Rebecca H, Kathy, Lauren, Kristy, Sam B, Nafoose, Michelle, Kirralee, Erin T, Kate, Sam D, James, Gary, Jessica R, Diane, Tim, Jodie, Stefanie, Jordan, Belinda K, Craig, Karyn, Rickie, Briegh, Laura, Mallory, Sarah, Tina, Jessica A, Racheal, Erin K, Fiona, Kim, Belinda, Jen V, Sarah V, Ella, Angee, Yvette, Chelsea, Alissa, Kim R, Julie, Don &amp; Lorraine S  <b>ES Staff:</b>  Brenda, Julie Anne, Kate, Margaret, Penny, Robyn, Shiloh, Sandra, Leanne, Brendan, Teresa &amp; Carly</p>	<p>Goals should be practised daily by the student, seen at least fortnightly by a staff member (Teacher or ES)</p>	<p>Goals for All books will be used DAILY and students will be able to articulate their goals. Student learning will improve as goals are achieved. Students will reflect upon their goals regularly. Students will know what strategies will enable them to achieve their goals.</p>
<p><b>Teachers to develop 21<sup>st</sup> century skills (4C's) to encourage student thinking and engagement to reinforce the inquiry approach.</b></p>	<p>Implementation of Throughlines curriculum. Developing independent learners <b>through the explicit teaching of 4 Independent Learning Skills throughout each Inquiry.</b></p>	<p><b>Teaching Staff:</b>  Tarnie, Rebecca H, Kathy, Lauren, Kristy, Sam B, Nafoose, Michelle, Kirralee, Erin T, Kate, Sam D, James, Gary, Jessica R, Diane, Tim, Jodie, Stefanie, Jordan, Belinda K, Craig, Karyn, Rickie, Briegh, Laura, Mallory, Sarah, Tina, Jessica A, Racheal, Erin K, Fiona, Kim, Belinda, Jen V, Sarah V, Ella, Angee, Yvette, Chelsea, Alissa, Kim R, Julie, Don &amp; Lorraine S  <b>ES Staff:</b>  Brenda, Julie Anne, Kate, Margaret, Penny, Robyn, Shiloh, Sandra, Leanne, Brendan, Teresa &amp; Carly   <b>Leadership Team:</b>  Melissa, Margaret, Brian &amp; Cassie Doreen &amp; Jen S</p>	<p>Daily – across the curriculum</p>	<p>Inquiry approach to learning throughout the curriculum that is student <b>centred, engaging and develops conceptual understanding of how the world works.</b></p>
<p><b>PLT to analyse data in order to inform teaching and learning.</b></p>	<p>Build teacher capacity to moderate and triangulate cohort data against AusVELS and develop</p>	<p><b>Teaching Staff:</b>  Tarnie, Rebecca H, Kathy, Lauren, Kristy, Sam B, Nafoose, Michelle, Kirralee, Erin T, Kate, Sam D, James, Gary, Jessica R, Diane, Tim, Jodie, Stefanie, Jordan, Belinda K, Craig,</p>	<p>Tuesday and Wednesday</p>	<p>The PLT meet to actively engage and discuss the cohort data, trust the data and work together to develop purposeful learning experiences.</p>

	<p>strategies to maximise the improvement of student learning.</p> <p>Develop purposeful assessment tasks (Pre &amp; Post) to effectively identify student understanding of strategies and concepts.</p>	<p>Karyn, Rickie, Briegh, Laura, Mallory, Sarah, Tina, Jessica A, Racheal, Erin K, Fiona, Kim, Belinda, Jen V, Sarah V, Ella, Angee, Yvette, Chelsea, Alissa, Kim R, Julie, Don &amp; Lorraine S</p>	<p>Daily</p>	<p>PLT will work together to write exemplar learning intentions and success criteria.</p> <p>Utilise student data to plan and implement effective invention programs at every level of student achievement.</p>
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