

# School Annual Implementation Plan for 2313 Drouin South Primary School 2015

Based on the 2015 – 2018 Strategic Plan

## Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....  School Council President's endorsement represents endorsement of School Strategic Plan by School Council

## Strategic Direction

	Goals	Targets	One Year Targets
<b>Achievement</b>	Improve literacy and numeracy standards across the school by implementing an agreed, consistent, whole school approach to the teaching of reading, writing and numeracy.	To ensure one year of learning growth for each year of learning in literacy and numeracy for all students deemed capable. Improve the score in the <b>Learning focus</b> variable of the Parent Opinion Survey (POS) to the 75 <sup>th</sup> quartile or above. Continue to improve the score in the Student Attitudes to School Survey 'Learning Confidence' factor by at least 0.2 each year.	One year of learning growth for one year of learning in numeracy for all students deemed capable using PAT Maths scores. To improve the score in the <b>Learning focus</b> variable of the Parent Opinion Survey (POS) to the 75 <sup>th</sup> quartile or above.  To improve the score in the 2015 Student Attitudes to School Survey 'Learning Confidence' factor by 0.2.
<b>Engagement</b>	Build a learning community through a culture of high expectations with all members of the school community taking responsibility for their own learning and that of others.	<u>Student Attitude to School Survey</u> <b>Learning Confidence</b> <b>School Connectedness</b> <b>Stimulating learning</b> <b>Student Motivation</b> The mean score for these factors will maintain or increase the current level above state mean scores for these areas.  <u>Parent Opinion Survey</u> <b>Student Motivation</b> <b>Learning Focus</b> That these variables show an increase to <u>75<sup>th</sup> quartile or above</u>  <u>Staff Opinion Survey</u> <b>School Connectedness</b> <b>Academic Emphasis</b> <b>Collective focus on Student Learning</b> <b>Collective responsibility</b> That each of these areas either maintain or increase to at least the 67 <sup>th</sup> percentile.	To show growth towards these targets in at least one factor in each survey. <u>Student Attitude to School Survey</u> <b>Learning Confidence</b> <b>School Connectedness</b> <b>Stimulating learning</b> <b>Student Motivation</b> The mean score for these factors will maintain or increase the current level above state mean scores for these areas.  <u>Parent Opinion Survey</u> <b>Student Motivation</b> <b>Learning Focus</b> That these variables show an increase to <u>75<sup>th</sup> quartile or above</u>  <u>Staff Opinion Survey</u> <b>School Connectedness</b> <b>Academic Emphasis</b> <b>Collective focus on Student Learning</b> <b>Collective responsibility</b>

			That each of these areas either maintain or increase to at least the 67 <sup>th</sup> percentile.
<b>Wellbeing</b>	Develop a culture of resilience where all members of the learning community take responsibility for their behaviour and learning.	<u>Parent Opinion Survey</u> <b>Classroom Behaviour</b> <b>Student Safety</b>  <u>Student Attitudes to School Survey</u>  <b>Student Distress</b> <b>Student Morale</b> <b>Classroom Behaviour</b>  The mean score for these factors will maintain or increase the current level above state mean scores for these areas.	To show growth towards these targets in at least one factor in each survey.  <u>Parent Opinion Survey</u> <b>Classroom Behaviour</b> <b>Student Safety</b>  <u>Student Attitudes to School Survey</u>  <b>Student Distress</b> <b>Student Morale</b> <b>Classroom Behaviour</b>  The mean score for these factors will maintain or increase the current level above state mean scores for these areas.
<b>Productivity</b>	To maximize the learning opportunities for all students through a review of the productivity of school budgets and allocation of resources.	Audit of curriculum shows a broadening in the learning opportunities offered across the curriculum areas.  Teacher planning documents show effective time on task in literacy and numeracy.  School Roles List demonstrates increased distribution of leadership responsibilities.  <u>Staff Opinion Survey</u>  <b>Collective Efficacy</b> <b>Trust in Colleagues</b>  By 2017 the school mean for these factors will increase to at least the 67 <sup>th</sup> percentile.	Completion of Role statements for responsibility positions.  Improvement in <u>Staff Opinion Survey</u> <b>Collective Efficacy</b> for all staff (teachers and ES)

## 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
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Document and implement the school's instructional model for curriculum delivery.</li> <li>Review and repurpose PLT structures and processes to ensure they provide a forum for purposeful professional learning incorporating implementation of agreed whole school curriculum, student assessment and opportunities for moderation of student work.</li> </ul>	<p>Review curriculum documents at end of year to ensure they reflect AusVels.</p> <p>Establish non-negotiable whole school instructional model for the numeracy block.</p> <p>Ensure alignment between School Strategic Plan (SSP) and Annual Implementation Plan (AIP) which are targeted and make explicit timelines for the achievement of actions.</p> <p>Revisit use of a data tracking system and staff to be trained in use of Student Performance Analyser (SPA) for cohort collection of data for evidence.</p> <p>Revisit protocols and develop success criteria for each Professional Learning Team (PLT) and ensure they are integral to PLT agenda</p>	<p>Time Allocation during leadership meeting time</p> <p>Introduced during curriculum meeting.</p> <p>Supported implementation through numeracy coach.</p> <p>Regular check to ensure alignment and time lines are being met.</p> <p>At Curriculum meetings</p> <p>During leadership meetings</p>	<p>Leadership team</p> <p>Numeracy Coach PLT leaders Classroom teachers</p> <p>Principal and Assistant Prin.</p> <p>Principal and Assistant Prin.</p> <p>PLT leaders Tony Flack and/or Nadia Walker Di Siemmon</p> <p>Principal and Mathematics PLT Leaders Classroom teachers</p>	<p>Term 4</p> <p>End of Term 2</p> <p>Monthly</p> <p>Early Term 2</p> <p>At the start of each term.</p>	<p>Curriculum audit against AusVels completed.</p> <p>Numeracy non-negotiable whole school instructional model is being adhered to in all classrooms.</p> <p>SSP and AIP are revisited at the commencement of each school term.</p> <p>An explicit timeline for the achievement of SSP and AIP actions is established.</p> <p>Whole school data tracking system is being utilised.</p> <p>Norms for PLTs integral to PLT operation.</p>

<ul style="list-style-type: none"> <li>Agreed whole school weekly planning document to be explicit in the delivery of whole school approach to developing student literacy and numeracy skills and knowledge.</li> </ul>	<p>Implementation of school wide teacher planning document incorporating explicit “student friendly” learning intention and success criteria for numeracy.</p>	<p>Curriculum meetings and supported implementation during coaching.</p>	<p>Principal Coach in consultation with staff.</p>	<p>Planning document developed during term two, trialled and revised during term three and in use across the school in term four.</p>	<p>Whole school planning document in use across the school in numeracy.</p>
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Key Improvement Strategies	What	How	Who	When	Achievement milestones
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Documented whole school inquiry approach pedagogical model with provision for building teacher capacity to employ multimedia.</li> <li>A culture of high expectations through rigour and challenge is practiced by all members of the learning community.</li> <li>Development of a strong performance and development culture based upon establishing school wide non-negotiable approach to</li> </ul>	<p>Audit the current level of student voice in classrooms Meet with student focus groups regarding student engagement.</p> <p>Investigate the school community's beliefs about inquiry and the use of multimedia.</p> <p>Investigate characteristics of a good learner through student feedback loops and student voice to inform learning. (Visible Learning)</p> <p>Investigate creating a school and individual classroom culture of high expectations.</p> <p>Establish learning intentions and success criteria for numeracy that are visible for students.</p> <p>Performance and development (P &amp; D) plans are shared to ensure alignment with key school improvement documents.</p> <p>Use PLT structure to develop agreed assessments which serve as formative and summative assessment tools in numeracy.</p>	<p>Meeting schedule includes time for student focus groups to meet with Principal.</p> <p>PLC's</p> <p>Research of effective schools model</p> <p>Visible learning – John Hattie's work</p> <p>Bastow Course</p> <p>During curriculum meeting</p> <p>During PLT meetings</p> <p>Curriculum meeting time.</p>	<p>Principal</p> <p>Vertical Inquiry Group of teachers.</p> <p>Principal and coach</p> <p>Coach</p> <p>PLC leaders</p> <p>All classroom teachers</p> <p>Leadership team</p> <p>All staff</p> <p>All Staff</p> <p>Curriculum co-ordinators</p>	<p>Once a term</p> <p>By the middle of term three</p> <p>By the end of Term Two and again at end of year.</p> <p>By the end of the year</p> <p>At the start of term 2</p> <p>Ongoing throughout the year.</p> <p>Revision completed by term 3</p>	<p>Records of meetings</p> <p>Present findings to staff for discussion.</p> <p>School community have a common understanding of the characteristics of a good learner. Students are able to articulate their learning goals based on formative assessments in numeracy. Learning intentions and success criteria are visible for students during numeracy.</p> <p>Completion of Bastow course.</p> <p>Professional practice smart goals show evidence of school wide approach to delivering learning in numeracy.</p> <p>Common assessment tasks in numeracy developed during PLTs to determine ZPD of</p>

<p>delivering learning for students.</p> <ul style="list-style-type: none"> <li>Review and repurpose whole school coaching and peer observation.</li> </ul>	<p>Develop an agreed whole school assessment schedule.</p> <p>Repurpose Peer Coaching as part of P &amp; D Culture developing Protocols and Processes.</p> <p>Ensure feedback through reflection is integral in Peer Observation process.</p> <p>Concentrate school coaching on implementing the numeracy non-negotiables.</p>	<p>During curriculum meeting.</p> <p>During curriculum meeting</p> <p>During coaching sessions</p>	<p>Leadership team</p> <p>Coach</p> <p>Coach and all classroom teachers.</p>	<p>At the start of Term 2</p> <p>At the start of Term 2</p> <p>Throughout the year</p>	<p>students in different mathematical concepts.</p> <p>Whole school assessment schedule agreed to and published.</p> <p>Protocols and Processes for Peer Coaching are documented.</p> <p>Feedback and reflection is fundamental to the Protocols and Processes.</p> <p>Numeracy learning delivered in a consistent way across the school.</p>
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Key Improvement Strategies	What	How	Who	When	Achievement milestones
<b>Wellbeing</b> <ul style="list-style-type: none"> <li>Maintain and strengthen the school's Kids Matter policy and processes.</li> <li>Review and update behaviour management and wellbeing policies.</li> <li>Maintain and strengthen Chaplaincy program to support wellbeing.</li> <li>Develop induction program for all members of the school community.</li> </ul>	<p>Implement component 2 of the KidsMatter initiative.</p> <p>Develop staff knowledge of social and emotional learning.</p> <p>Continue with the KidsMatter action team to ensure community support for this program.</p>	<p>Time Allocation in meeting schedule</p> <p>Attendance at Kidsmatter PD</p> <p>Time Allocation and budget resourcing.</p>	<p>Kids Matter Co-ordinator</p> <p>Principal</p> <p>All Staff</p> <p>Chaplain, staff, students and community members</p>	<p>Ongoing throughout 2015</p>	<p>Successful completion of Component 2 by all staff.</p> <p>Increase in General Satisfaction rating in the School Climate section of Parent opinion survey.</p> <p>Reviewed behaviour management protocols are in place.</p> <p>Written list of behaviour protocols is available for all staff.</p> <p>Chaplain's involvement in the KidsMatter action team evident in minutes of meetings.</p> <p>Staff opinion survey factor on induction to improve.</p>
	<p>Review of protocols in place for behaviour management at Drouin South Primary School.</p> <p>Ensure all staff, including casual staff, has a written list of protocols.</p>	<p>Review of data and current practices during leadership meeting.</p>	<p>Leadership team</p>	<p>By end of year</p>	
	<p>Inclusion of chaplain on the KidsMatter action team</p>	<p>Team membership included in Role &amp; Responsibilities for Chaplain.</p>	<p>KidsMatter coordinator</p> <p>Principal</p> <p>Chaplain</p>	<p>At beginning of Term 1.</p>	
	<p>Audit current Induction Programs for all members of the school community</p> <p>Allocate time for new staff and mentors to meet.</p>	<p>Review of current documentation.</p> <p>Release appropriate staff</p>	<p>Principal</p> <p>Principal</p>	<p>By end of year</p> <p>At start of year</p>	

Key Improvement Strategies	What	How	Who	When	Achievement milestones
<b>Productivity</b> <ul style="list-style-type: none"> <li>▪ Teacher planning documents reflect time on task in both literacy and numeracy.</li> <li>▪ Provision made to maintain the Chaplaincy Program.</li> <li>▪ Provision to be made to maintain the coaching program.</li> <li>▪ Build leadership capacity of team leaders so they may facilitate and support the learning of others.</li> </ul>	Audit of planning documents.	Collect Weekly planners from classroom teachers.	Curriculum co-ordinator	Twice for the year	Audit shows time on task in literacy and numeracy.
	Allocate additional funding from school resources budget to fully fund program.	Funding allocation	Finance committee	Term one	Successful annual review of the chaplaincy program Satisfactory result of chaplaincy survey to community stakeholders.
	Allocation of 0.2 time fraction for whole school coaching program.	Funding and staffing allocation.	Principal	Term four	Coaching schedule demonstrates time allocation for each classroom teacher in numeracy.
	Timetabling changes made to allow for peer coaching between coaching buddies.	Timetable allocation for buddy time.	Principal	Start of Term one	
	Leadership Team to participate in the Bastow Institute of Educational Leadership course, Creating A High Performance Learning Culture, to develop and implement agreed whole school approach to planning the delivery of maths and literacy curriculum	Budget allocation for cost of course and replacement of staff while in Traralgon.	Principal Leadership team	Terms 2, 3 and 4	Successful completion of the Bastow course by the leadership team.
Ensure Australian Institute for Teaching and School Leadership (AITSL) Standards and school priorities are reflected in all	During checking of performance and development plans.	Principal	Beginning of term two.	P&D plans of all staff reflect goals leading to growth against the AITSL standards.	

<ul style="list-style-type: none"> <li>Annually review the role of Education Support staff, (ES) ensuring their skills are best utilised to improve student learning outcomes.</li> </ul>	<p>teaching and ES staff P &amp; D Culture plans.</p> <p>Develop specific role statements to provide clarity, direction and greater accountability for all staff.</p> <p>Allocate a leadership role to coordinate the ES</p> <p>Implement ILPs for all funded children to ensure ES staff know how best to use time.</p> <p>Review the current provision of ES staff across school to maximise student learning outcomes.</p>	<p>Time allocation for member of the leadership team to complete this.</p> <p>Kerrin to coordinate ES Staff</p> <p>Training on ILPs during PLT</p> <p>Linking funding and staffing allocations</p>	<p>Leadership team</p> <p>Principal</p> <p>Coach and classroom teachers</p> <p>Principal</p>	<p>Terms two and three</p> <p>From Term one onwards</p> <p>Early Term one</p> <p>Early Term one</p>	<p>Role statements for specific roles are created.</p> <p>ILPs reflect specific learning goals and strategies for each child.</p> <p>Staff opinion survey shows improvement in Collective Efficacy component for all staff.</p> <p>Review is completed and documented.</p>
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