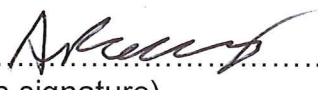


Annual Implementation Plan 2014 Watsonia Heights Primary School School Number 4935

Based on Strategic Plan developed for 2012 - 2015



Endorsement by School Principal	Signed.....  (Principal's signature) Name Michael Kent Date 24.3.14
Endorsement by School Council	Signed.....  (School Council President's signature) Name Adam Romano Date: 24.3.14

Implementation

Key Improvement Strategies and Significant Projects	What (Actions)	Who	Personal Actions	Achievement milestones the changes in practice or behaviours
<p>Collective accountability of teachers to teach to a student's point of learning</p>	<p>Build teacher capacity to identify a student's point of learning by assessing against the standards and develop strategies to raise expectations and the use of success criteria</p>	<p>Principal</p> <p>PLT leaders</p>	<p>Build teacher capacity to identify a student's point of learning by assessing against the standards and develop strategies to raise expectations and the use of success criteria</p> <p>Support all members of PLT to articulate and assess against standards and raise expectations</p>	<p>PLT meetings provide structured time for discussing strategies to support individual student learning. Team members can explain how they identified each student's point of learning</p> <p>Team teaching at least 2 lessons with each PLT member to role model implementing high expectations and success criteria in the classroom as indicated by classroom observation feedback</p> <p>Team members attend PL on success criteria and student feedback indicates the impact of strategy on lessons</p> <p>VELS T.J Judgements show average growth of 1.0 across all domains based upon February to November On-Demand testing.</p> <p>Attend PL on success criteria and student feedback indicates the impact of strategy on lessons</p> <p>Teacher records show pre-test, outcomes and how student point of learning was determined</p> <p>Review discussion and planning documents demonstrate high level understanding and implementation of high expectations & success criteria</p> <p>VELS T.J Judgements show average growth of 1.0 across all domains based upon February to November On-Demand testing.</p>
<p>Develop a whole school approach to Teaching which defines and documents a repertoire of teacher strategies that differentiates the curriculum, promotes student inquiry and high expectations across the school</p>	<p>Maintain Corrective Reading, targeted at students 3-6, identified as achieving one year below the expected standard.</p> <p>Improve teacher capacity in Writing and Handwriting, through the provision of the The Big Write (VCOP) approach.</p>	<p>ES staff</p> <p>All staff</p> <p>Mathematics Team leader, mathematics team and all staff</p>	<p>Pre-test students to identify their point of learning and success criteria as well as establishing high expectations for individuals and cohorts.</p> <p>Use data to form CR groups and establish a priority culture for CR in timetable/provision. CR delivery over 4 days – each group 4 sessions.</p> <p>Introduce The Big Write (VCOP). Combined school Professional Learning hosted at Bundoora (4 schools) Continue ABC Reading Eggs and Reading Express. Modify existing teaching and learning protocols to enable consistency, common language and purpose.</p> <p>Review Scope and Sequence across all year levels and use this as our guiding reference for Mathematics</p>	<p>Milestone tests prove CR progress. Regular feedback to teachers. Written feedback to parents and teachers end each term.</p> <p>Modify Assessment schedule to include 4 The Big Write sessions and show in timetables. Criteria assessment implemented.</p> <p>All classrooms demonstrate a commitment to the process and practices of VCOP and Big write. Professional dialogue via PLT and PD sessions. Commitment to the big</p>

	Develop a whole school approach to Mathematics.		teaching, at level, with additional material for students working above the level. Develop and embed teacher capacity to teach and assess AusVELS Mathematics, through targeted PD during staff meetings and PLT's Continue Mathematics to whole school to support planned Mathematics programs. Deliver targeted Mathematics Professional Learning sessions.	write in planners and practice. Whole school planners represent common understandings and high expectations with reference to embedding AUSVELS in all curriculum.
Develop the leadership profile across the school	Implement formal and informal opportunities for all staff to enhance their leadership capabilities and build teamwork. <ul style="list-style-type: none"> All staff to attend in house professional development relating to leadership and teamwork. One to two staff member to be involved in formal Leadership courses. 	All staff	All staff to demonstrate increasing leadership capabilities (in classrooms, teams, across the school and community)	Staff taking responsibility for various aspects of school development. Key staff involved in leadership development professional learning opportunities and enacting these skills in school practices.
Focus on assessment strategies that support teachers to monitor the progress of individual students, cohorts of students and the school as a whole.	Review assessment practices for three way conferences	Leadership team, Assessment and reporting team, All staff	Review current practices in assessment and reporting schedule with particular reference to three way conferences and portfolios	Staff will reflect on current practices throughout 2014 with a view for improvement and refinement in 2015.
Implement programs, processes, and practices to maintain a learning environment capable of sustaining enhanced engagement and well being outcomes for students whilst reducing absences and lateness.	<p>Monitor the effectiveness of the School Student Engagement Policy for a whole school consistency of practice by teachers in relation to classroom behavior management and student misbehavior.</p> <ul style="list-style-type: none"> Continue to develop and document frameworks to enhance students' capacity to participate in decision making about their own learning including goal setting and evaluating their own progress, performance and engagement. Provide differentiated support for students with extended absences, and lateness based on individual student needs (e.g. illness, school refuses", extended holidays, unexplained absences) 	<p>Leadership team, Office staff and all classroom teachers.</p> <p>Principal / Student leaders / Staff rep.</p> <p>Principal</p>	<p>Principal to meet regularly with student leaders to increase student voice and involvement in policy development and school wide practices/foci.</p> <p>Classroom teachers to develop student leadership profiles and opportunities within their classrooms.</p> <p>Intervention availed to families having difficulties with attendance.</p> <p>Attendance/absence accountability to be rigorous and supportive.</p>	<p>Student voice to be more active than previous years.</p> <p>Students to use school based forums to get their messages heard (assembly, newsletters, meetings, school council, JSC, Student leaders meeting)</p> <p>Increased focus on student leadership programs for Year 3-6 students (involved in transition program as well)</p> <p>Principal to lead personal interventions/discussions with affected families.</p> <p>Improvement in absence data across the board and in particular with reference to serial issues.</p>

Strategic Intent

	Goals	Targets	One Year Targets
<p>Student Learning</p>	<p>To improve literacy and numeracy achievement of all students from Prep to Year 6.</p>	<p>Every student progresses at least one VELS level (or equivalent) every two years in English and Mathematics.</p> <p>Literacy</p> <p>100% of students deemed capable at Year 3 to be at or above band 3 with at least 60% of students at band 5&6 measured on NAPLAN reading and writing by 2014.</p> <p>100% of students deemed capable at Year 5 to be at or above band 5 with at least 60% at band 6&7 measured on NAPLAN reading and writing by 2014.</p> <p>Numeracy</p> <p>100% of students deemed capable at Year 3 to be at or above band 3 with at least 60% at band 5&6 measured on NAPLAN by 2014.</p> <p>100% of students deemed capable at Year 5 to be at or above band 5 with at least 60% at band 6&7 measured on NAPLAN by 2014.</p>	<p>Every student progresses at least one VELS level (or equivalent) every two years in English and Mathematics.</p> <p>Literacy</p> <p>100% of students deemed capable at Year 3 to be at or above band 3 with at least 60% of students at band 5&6 measured on NAPLAN reading and writing by 2014.</p> <p>100% of students deemed capable at Year 5 to be at or above band 5 with at least 60% at band 6&7 measured on NAPLAN reading and writing by 2014.</p> <p>Numeracy</p> <p>100% of students deemed capable at Year 3 to be at or above band 3 with at least 60% at band 5&6 measured on NAPLAN by 2014.</p> <p>100% of students deemed capable at Year 5 to be at or above band 5 with at least 60% at band 6&7 measured on NAPLAN by 2014.</p>
<p>Student Engagement and Wellbeing</p>	<p>To equip students with the skills to be confident and curious learners and contribute positively to a globalised society.</p>	<p>To improve the Student Attitudes to School Survey scores for the following measures by 2014</p> <ul style="list-style-type: none"> • Learning Confidence to 4.3 from 4.02 in 2010 • Stimulating Learning to 4.3 from 3.9 in 2010 • Student Motivation to 4.7 from 4.25 in 2010 <p>To increase average student attendance rates to 94% (11 days absent) by 2014 from 92% (12.7 days absent) in 2010</p>	<p>To improve the Student Attitudes to School Survey scores for the following measures by 2014</p> <ul style="list-style-type: none"> • Learning Confidence to 4.3 from 4.02 in 2010 • Stimulating Learning to 4.3 from 3.9 in 2010 • Student Motivation to 4.7 from 4.25 in 2010 <p>To increase average student attendance rates to 94% by 2013 from 92% in 2010</p>
<p>Student Pathways and Transitions</p>	<p>To ensure smooth, seamless and effective transition for students moving from kindergarten to school, early years to middle years, and primary school to secondary school.</p>	<p>Parent Opinion Survey scores in the area of transition to be at 80% agreement by 2015 that the school has an effective transition program.</p>	<p>Parent Opinion Survey scores in the area of transition to be at 80% agreement by 2014 that the school has an effective transition program.</p>

<p>Investigate and implement strategies and processes to increase the confidence of students to move successfully from year level to year level.</p>	<p>Improve information sharing between year levels of the curriculum sequence and progress of individual students.</p> <ul style="list-style-type: none"> ▪ Review and document the plan for transition pathways between the early and middle years and Year 6 and secondary school. ▪ Develop and implement a strategy to gather parental perception on the effectiveness of the prep transition program and gather and consider student opinion on how well students felt prepared for secondary school. 	<p>All staff</p> <p>Leadership team / all staff</p> <p>Principal</p>	<p>Staff to participate in developing robust cumulative records and conducting hand over meetings with 2015 staff.</p> <p>Staff to consult with each other as to the need and requirements of future year levels.</p> <p>Principal to develop survey and enact feedback request from community.</p>	<p>Planners indicate work samples and testing schedules required for cumulative records.</p> <p>Meeting schedule supports this process.</p> <p>Staff to develop transition sessions (content/foci) for supporting students in transitioning from their current year level to the next.</p> <p>Planners will indicate these activities and timelines.</p> <p>Feedback from parent survey reviewed and enacted where appropriate for future direction.</p>
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