

Annual Implementation Plan 2014

Rye Primary School

1667

Based on Strategic Plan developed for 2012-2015

Endorsement by School Principal	Signed..... (Principal's signature) Name..... Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name..... Date.....

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve student achievement data in Literacy and Numeracy.	The areas of focus may include: Reading, Writing and Numeracy as measured by NAPLAN and on line assessments.	<ul style="list-style-type: none"> • Develop high quality distributed leadership to lead learning and maximise workforce skills. • Strengthen teacher capacity through the development of effective Professional Learning Teams (PLTs).
Student Engagement and Wellbeing	To empower students to be involved in their own learning journey and thereby improve student engagement.	<ul style="list-style-type: none"> • ATS Survey - Teacher Effectiveness, Teacher Empathy, Stimulating Learning. • SO Survey - Student Orientation and Learning Environment 	<ul style="list-style-type: none"> • Strengthen the capacity of teachers to differentiate curriculum in order to move towards personalised learning.
Student Pathways and Transitions	To improve intra-school transitions to ensure students have a cohesive, sequential progression through the school.	<ul style="list-style-type: none"> • PO Survey - transitions. • Closer correlation between outcomes at Year 2 and 3. 	<ul style="list-style-type: none"> • Develop a formalised program of transitioning student information throughout the school. • Whole school approach to sequential curriculum planning.

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
For all staff to be using AUSVELs in all planning and assessment across school from P-6 including specialists teachers.	All planning and assessment will be done in TLC teams and that planning documents are aligned to learning domains, disciplinary and interdisciplinary and cross curriculum priorities of AusVELS.	Consistent planning proformas across teams to be developed and meeting times will be scheduled each week.	All teachers, Steering Committee, TLC Leaders, assistant principal and principal.	By end of term 2	<p>All teachers are planning from AusVELS and saving planning documentation to server.</p> <p>All staff to have professional development relating to using AusVELS.</p> <p>All staff is following the school assessment schedule and have evidence of student assessment.</p> <p>All staff have consistent planning documentation which is being saved to the server on the appropriate site.</p> <p>All teams are moderating student work at regular intervals.</p>
Build the capacity of all teachers to personalised learning for all students across the school.	<p>In Years 3-6 each student will have a Personalised Learning Plan (PLP).</p> <p>In Years P-2 students on the PSD and students at risk will have an Individual Learning Plan (ILP).</p>	<p>PLC teams will spend time each week discussing individual and cohort evidence and work together to cater for the needs of students based on evidence collected.</p> <p>PLC meetings.</p> <p>PLC leaders and teams will follow the meeting protocols.</p>	All teachers and TLC leaders.	<p>PLC Planning by beginning of term 1.</p> <p>Achievement milestones for data by end term 4.</p>	<p>All teaching teams are using fluid groupings based on the needs of students.</p> <p>PLC are collecting and using data to inform their teaching.</p> <p>All PLC teams are recording the student learning achievement data regularly on the server.</p> <p>There will be a 5% decrease in the percentage of students reading at below the expected level in Years Prep – 6 as measured using the ACER PAT-R reading test, VCAA On-Demand Adaptive reading test, Benchmarking and Running Records.</p> <p>There will be a 5% increase in the percentage of students reading at above the expected level in Years Prep – 6 as measured using the ACER PAT-R reading test, VCAA On-Demand Adaptive reading test, Benchmarking and Running Records.</p> <p>There will be a 5% decrease in the percentage of students in Number and Algebra at below the expected level in Years Prep – 6 as measured by Early Years Interview, VCAA On-Demand</p>

					<p>Adaptive Number and Algebra Test as well as pre and post- tests.</p> <p>There will be a 5% increase in the percentage of students Numeracy and Algebra at above the expected level in Years Prep – 6 as measured by Early Years Interview, VCAA On-Demand Adaptive Number and Algebra Test as well as pre and post- tests.</p> <p>NAPLAN Matched Cohort Growth Targets:</p> <p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>2013 Actual Matched Cohort % at.</th> <th>2014 Target Matched Cohort % at.</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>23%</td> <td>18%</td> </tr> <tr> <td>Medium</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>High</td> <td>34%</td> <td>39%</td> </tr> </tbody> </table> <p>Number</p> <table border="1"> <thead> <tr> <th></th> <th>2013 Actual Matched Cohort % at.</th> <th>2014 Target Matched Cohort % at.</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>20%</td> <td>15%</td> </tr> <tr> <td>Medium</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>High</td> <td>39%</td> <td>44%</td> </tr> </tbody> </table>		2013 Actual Matched Cohort % at.	2014 Target Matched Cohort % at.	Low	23%	18%	Medium	43%	43%	High	34%	39%		2013 Actual Matched Cohort % at.	2014 Target Matched Cohort % at.	Low	20%	15%	Medium	41%	41%	High	39%	44%
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<p>To build on to the performance and development culture in the school and for the Performance and Development process to support student learning and teacher development by reflecting goals and targets in the AIP and the School Strategic Plan.</p>	<p>Staff to work with leadership to develop a constructive and purposeful Performance and Development plan.</p> <p>Performance and Development plans will reflect the standards of teaching, goals in the AIP and School Strategic Plan and the roles that staff undertake.</p>	<p>Leadership and Steering committee to work with staff to devise a plan that encompasses the standards of teaching, goals as set out in the AIP and School Strategic Plan and the roles that staff undertake.</p>	<p>All staff</p>	<p>Performance Plans written and approved by April 1st. 2014</p> <p>Performance mid-cycle reviews by September, 2014.</p> <p>End of cycle reviews by March 31st 2015.</p>	<p>All staff participate in the Performance and Development cycle.</p>
<p>Continue to implement Kids Matter.</p>	<p>Continue to work with the Kids Matter Framework.</p> <p>Student Wellbeing Team to meet regularly to monitor individual student wellbeing and Kids Matter implementation.</p>	<p>Student Wellbeing team will devote time for continually component mapping based on the four elements of the Kids Matter framework.</p>	<p>All staff, principal, assistant principal, TLC leaders</p>	<p>By end of term 4.</p>	<ul style="list-style-type: none"> • Component One and Two of Kidsmatter to be fully implemented. • (Appropriate) sharing of minutes of Wellbeing Team meetings. • The whole school checklist is being administered twice per year.
<p>Implement the Second Steps program Prep – Year 6.</p>	<p>Each class teacher to devote time each fortnight to teaching the Second Step Program for Social and Emotional Learning.</p>	<p>Teachers will plan in their PLC teams each of the lessons in the Second Step program and deliver lessons in the time set aside each fortnight.</p>	<p>All staff, principal, assistant principal, TLC leaders.</p>	<p>By end of term 4.</p>	<ul style="list-style-type: none"> • The implementation of the Second Steps Program in classrooms across the school will be reviewed by staff and school leaders.

<p>Improve student attendance</p>	<p>Use the Department of Education and Early Childhood Development School Attendance – Every Day Counts resources</p>	<p>Regular communication about school attendance via teachers in classrooms, in the newsletter, letters to parents educating them about the importance of school attendance and our targets for 2014.</p>	<p>All staff, principal, assistant principal, TLC leaders.</p>	<p>By end of term 4 (see targets)</p>	<ul style="list-style-type: none"> There will be a 10% decrease in student absences in each year level across the school: <table border="1" data-bbox="2190 363 2504 1119"> <thead> <tr> <th>Year Level</th> <th>2013 days absent</th> <th>2014 target days absent</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>21.53</td> <td>19.30</td> </tr> <tr> <td>Year 1</td> <td>18.90</td> <td>17.00</td> </tr> <tr> <td>Year 2</td> <td>14.52</td> <td>13.00</td> </tr> <tr> <td>Year 3</td> <td>18.62</td> <td>16.70</td> </tr> <tr> <td>Year 4</td> <td>20.18</td> <td>18.00</td> </tr> <tr> <td>Year 5</td> <td>14.38</td> <td>12.94</td> </tr> <tr> <td>Year 6</td> <td>19.61</td> <td>17.64</td> </tr> </tbody> </table> <p>*2013 mean days absent = 18.52</p> <p>Target mean score for days absent in 2014 is 16.37 days absent.</p> <ul style="list-style-type: none"> Teachers are marking the electronic roll twice daily, in the am and pm using the correct codes for absences. 	Year Level	2013 days absent	2014 target days absent	Prep	21.53	19.30	Year 1	18.90	17.00	Year 2	14.52	13.00	Year 3	18.62	16.70	Year 4	20.18	18.00	Year 5	14.38	12.94	Year 6	19.61	17.64
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<p>Build on the school's successful transition program and document the agreed processes and protocols.</p>	<p>A Whole School Transition Coordinators position will be created to work with and coordinate the transition in the school.</p> <p>A Transition Team will be put in place which will consist of the Transition Coordinator, Prep Transition Coordinator, Intra-School Transition Coordinator and the Year 6 Transition Coordinator. This team will meet regularly to plan transition activities and communicate this across the school.</p> <p>The school's approach to transition will be documented for future reference.</p>	<p>Meeting times to be organised throughout each term. Key transition activities will take place at relevant and timely intervals.</p>	<p>All teachers, Whole School Transition Coordinator, Prep Transition Coordinator, Intra-School Transition coordinator and Year 6 Transition Coordinator, Principal.</p>	<p>The transition coordinator and team will be in place by week 2 Of Term 1.</p> <p>The transition team will meet twice per term.</p> <p>The school's approach to transition will be completed by the end of term 3.</p>	<p>Teachers are conducting formal information sharing sessions where they share relevant information with new teachers as part of each child's transition. Information being shared includes: academic, wellbeing and other relevant information pertinent to each child.</p> <p>There will be a document published which outlines the school's approach to transition.</p>
<p>To implement the Rye Primary School whole school approach to behaviour management.</p>	<p>This process was developed in 2013 for implementation in 2014 to ensure school wide consistency with our behaviour management.</p>	<p>Regular collegiate discussions to ensure consistent implementation.</p>	<p>This will be inclusive of all staff, both teaching and non-teaching.</p>	<p>From the first day of school 2014.</p>	<ul style="list-style-type: none"> • Less students being sent to the office as there is a formal process that all staff were involved in the development of. • There will be an improvement in the Attitudes to School Student Behaviour variable for Year 5 and 6 combined from 2.44 in 2013 to 2.5 in 2014.
<p>To administer the School Audit Tool to ascertain the extent to which we provide and maintain a safe and supportive learning environment.</p>	<p>Use the Department of Education School Audit Tool located in the Safe Schools Hub.</p>	<p>This will be administered at a staff meeting and we will use the tool provided to collate the data for further analysis</p>	<p>This will be inclusive of all staff, both teaching and non-teaching</p>		<ul style="list-style-type: none"> • A strategic plan around the highest priority area identified by the survey.