

Annual Implementation Plan 2015

Moorabbin Primary School

1111

Based on Strategic Plan developed for 2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name Noxia Angelides Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name John McCallum Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To sustain high student achievement in Literacy and Numeracy, with an enhanced focus on the early years.	<p>Using NAPLAN data for:</p> <ul style="list-style-type: none"> • Yr 3 reading, writing, spelling and mathematics to be above state mean and improving from previous year • In Yr 5 Reading, writing and mathematics to be above state mean and improving from previous year • In Early Years Literacy Interview to achieve expected AusVELS level for 75%+ of children in Prep, Years One and Two. • Using reading recovery levels for benchmarking, 95% of students to be at or above level 8 by the end of Prep, level 20 by the end of year 1, and level 25 by the end of year 2. 	<p>NAPLAN national mean targets 2015 Yr 3</p> <ul style="list-style-type: none"> ▪ Reading – aim for 435 ▪ Writing – Aim for 420 ▪ Spelling – 430 ▪ Mathematics – 420 <p>NAPLAN national mean targets 2015 Yr 5</p> <ul style="list-style-type: none"> ▪ Reading - 520 ▪ Writing - 510 ▪ Spelling – 510 ▪ Mathematics – 520 <p>Early Years Literacy Interview to have 75% or above achieving At or Above expected AusVELS level in Reading</p> <p>Benchmarking Reading Levels end of 2015</p> <ul style="list-style-type: none"> ▪ Prep – 95% of all students at or above L8 ▪ One – 95% of all students at or above L20 ▪ Two – 95% of all students at or above L25
Student Engagement and Wellbeing	<p>To enhance student engagement and ownership of learning.</p> <p>To enrich student wellbeing, through stronger community connectedness.</p>	<ul style="list-style-type: none"> • Staff survey results to be at or above State mean in School climate: Teaching and Learning Measures – particularly Collective efficacy and shielding/buffering. In Professional Learning: improve measure to be at or above State mean in School level support; Coherence; Feedback ▪ The measures of teaching and learning in the Attitudes to School survey to be above State mean and Student Connectedness to Peers and Student Safety to be at or State mean. 	<p>Staff survey results: improvement strategies in Teaching and learning measures reflected by:</p> <ul style="list-style-type: none"> ▪ Exploring and discussing data in Leadership teams before Team leaders impart directions for improving student outcomes in Level PLTs. Data promoted as a tool to investigate and inquire into questions about student T&L practices. ▪ Acknowledge staff achievements – positive results promotes as a ‘can do’ culture and focus on continuing improvement. Reflect on positive outcomes from data sets as sense of empowerment. ▪ Continued alignment of curricular content to ensure consistency in curriculum, instruction, standards and assessment. Consider instruction time quality to establish learning that eliminates gaps, omissions, and repetition of concepts and skills. Steps include: develop curriculum, implement curriculum, review curriculum and adjust/re-implement curriculum. ▪ Involve staff in decision making characterised by a sense of collective efficacy: audit current practice for staff participation to design and develop decision making

		<ul style="list-style-type: none"> ▪ In the parent opinion survey measures to be at or above State mean for the following areas <ul style="list-style-type: none"> ○ Learning focus ○ Behaviour management ○ Classroom behaviour 	<p>frameworks.</p> <ul style="list-style-type: none"> ▪ Explore relationship between student motivation and achievement: school-wide understanding and agreement around motivation, engagement central to high quality teaching. ▪ Limit routine duties that interfere with learning and teaching: simplify and streamline routine duties – especially in reporting and assessing – to reduce workload issues. Implement new reporting package and review Assessment procedures/schedule. ▪ Ensure school-wide processes in place allow for vetting of both the reality and importance of day-to-day issues. ▪ Maintain positive school climate by developing and embedding school-wide approach to support social, emotional and physical well-being of members. ▪ Limit internal disruptions that impact on learning and teaching. ▪ Ensure a school-wide approach to ensure consistency of expectations for students, teachers and parents about learning and behaviour/conduct code. ▪ Foster authentic, meaningful relationships and frequent dialogue between teachers, students and parents regarding shared responsibilities to build on effective strategies for managing student behaviour and engagement.
Student Pathways and Transitions	To build student learning skills and confidence, to enable successful transition through the school.	<ul style="list-style-type: none"> ▪ Parent responses to Social Skills, Approachability and School Improvement to be at or above State mean ▪ Student responses to school-wide transitions surveys to be above the 75th percentile ▪ Teacher opinion survey measures of: <ul style="list-style-type: none"> ▪ Trust in students and parents to raise to above State mean in 80th percentile ▪ Attitudes to School Survey measures in Student Relationships: <ul style="list-style-type: none"> ▪ Improve measures of Classroom Behaviour, Student Safety and Connectedness to peers to be at or above State mean particularly with Year 6 cohort (both females and males). 	<ul style="list-style-type: none"> ▪ Offer families the opportunity to gain and understanding of what is happening at school and how they can support this work – use a variety of communication tools (e.g. workshops, social media, school website) to demonstrate activities that can improve student learning and sense of partnership. ▪ Explicitly define, share and revisit the school-family partnership expectations with regards to student conduct/behaviour and engagement – use 5-facets of Trust (benevolence, reliability, competence, honesty and openness). Include informing families about positive behaviours, attitudes and actions. ▪ Ensure all students and families are welcomed and align the school’s orientation and transition processes through 3-step approach: a) broad focus emphasises use of general procedures to welcome participation of all who are ready, willing and able; b) focus on those who need more personalised assistance; c) narrow focus to those who have not made adjustment or remain uninvolved. ▪ Review school’s mission, vision and values to ensure they are clear and concise; are part of the discussion with parents and students and visible in all teaching spaces.

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
Strengthen teacher capabilities and confidence in the teaching of writing, reading and mathematics.	<ul style="list-style-type: none"> ● School-wide coaching with Expert external coach in both Numeracy and Writing/Reading Workshops ● All staff to implement School's agreed structure/strategies when planning for teaching of comprehension strategies in Level teams ● All staff to refine skills in the use of data to drive planning, implementation, and improved teaching pedagogies ● All teachers to use the Mathematical reference Booker, and planning tools from external expert coach Michael Ymer, in planning for new mathematics unit of work ● All teachers plan using consistent school Term planners for Numeracy and Literacy 	<ul style="list-style-type: none"> ● English Coach re-employed to work with whole school on Writer's and Reader's workshops with in-class observation, instruction and feedback ● Maths Coach re-employed to set up the year's planning on initial curriculum day and work with whole school on Numeracy teaching with in-class observation, instruction and feedback ● Staff PD on Reading assessment using Fountas & Pinnell tool for benchmarking to refine understanding of assessment and consistency of approach ● Staff to analyse the results for Planning in Term 1 of 2015 ● Staff PD on Essential 	<ul style="list-style-type: none"> ● English PLT team leader will negotiate the coaching sessions. Team to review effectiveness in regular feedback sessions and surveys. ● Mathematics PLT leader and team to review effectiveness of coaching in regular feedback sessions and surveys. ● Assistant Principal to instruct staff on use of F&P benchmarking tool and Numeracy tool (Essential Numeracy) ● English PLT to purchase and monitor resources ● Maths PLT to purchase and monitor resources ● Assistant Principal to 	<ul style="list-style-type: none"> ● Coaching for Numeracy and Literacy to occur in both Semester 1 & 2 in March and August ● Staff Meeting PD to be planned and timetabled throughout the year published in Termly Meeting Schedule ● Team Leaders to lead planning meetings on a weekly basis ● P-2 Literacy Assessment and analysis by end of February ● Reading and Numeracy benchmarks in Term 4. 	<ul style="list-style-type: none"> ▪ All teachers begin planning for and implementing a Writing & Reader's workshop and agreed Maths structure from beginning 2015 - new staff to be inducted and have opportunity to see other staff model such sessions ▪ English Professional 1:1 coaching for Writing/Reading in Term 1 & 3, 2015 by Lisa Keskinen ▪ Maths Professional 1:1 coaching in Term 1 & 3, 2015 by Michael Ymer ▪ All teachers to participate in Termly Peer Observation and Feedback sessions to improve a designated area of teacher practice & pedagogy ▪ English on-line interview data unpacked and analysed by end of March ▪ Assessment schedule reviewed and implemented

		<p>Numeracy summative assessment tool at end of year benchmarking</p> <ul style="list-style-type: none"> • Timetabling to ensure that all teachers have completed their English interviews before final week of February • English Budget to sustain non-fiction texts, take-home extension texts and picture book resources for teachers in their mini-lessons that pinpoint specific comprehension strategies • PD Budget employ Professional external coaches for Numeracy and Literacy • Mathematics budget to purchase additional Booker texts • Planning time each term for teams to plan extensively 	<p>monitor timetabling for planning week before each term.</p>		<p>by all teachers – now includes whole-school Maths benchmarking in early Term 2 and end Term 3</p> <ul style="list-style-type: none"> ▪ Teacher planning documents to be prepared on planning days for subsequent term and work programs to reflect LI's, lesson structure and assessment goals in Reading/Writing/Maths ▪ Mathematics planners to be consistent (follow Michael Ymer's plans) between teams and on Staff share drive for all teachers to have access by end of week 2 of each term ▪ English, Mathematics and Inquiry planners used regularly for discussion in Leadership Team
<p>Engage students in high quality learning activities using ICT</p>	<ul style="list-style-type: none"> • Develop teacher expertise in teaching of Learning technologies through implementation of Digital Excellence program • All staff to complete e-potential survey to establish benchmark data on their 	<ul style="list-style-type: none"> • Professional learning in Digital excellence and Apps software for Literacy, Numeracy and Inquiry purposes • Time provided through meeting schedule for e-potential survey 	<ul style="list-style-type: none"> • Inquiry team to manage ICT resources, planners and information sessions with staff • ICT team to lead development of E-Potential plan and 	<ul style="list-style-type: none"> • Digital excellence refresh in February and again in middle of year • E-potential survey completed by end semester 1 • E-Learning plan 	<ul style="list-style-type: none"> ▪ All students will have the opportunity to have gained 4 awards in Digital excellence program during the year ▪ Digital excellence Scope and Sequence reviewed and published beginning of 2015

	<p>expertise in learning technologies</p> <ul style="list-style-type: none"> • All staff to have an explicit digital technology learning goal as part of their performance plan • All students to use digital Excellence and complete four modules at a minimum of bronze or silver level • All teachers to develop ICT components in their planners in Numeracy, Literacy and Inquiry including assessment • Introduce 1:1 device program for senior students 5-6 	<p>completion</p> <ul style="list-style-type: none"> • Performance plans completed in teams with Improvement practice goals & ICT goals • Planners to incorporate specific ICT goals and assessment in Numeracy, Literacy and Inquiry 	<p>digital excellence program each semester</p> <ul style="list-style-type: none"> • Level PLTs to plan for and incorporate ICT learning goals in Numeracy, Literacy and Inquiry each term, including assessment goals. 	<p>completed and incorporated in Performance plans</p>	<ul style="list-style-type: none"> ▪ Staff to have achieved their Learning technology goal in PDP performance review ▪ E-Learning plan completed and published ▪ 1:1 iPad program to begin in Years 5-6 from Term 1, 2015
<p>Develop leadership capabilities of all staff with an emphasis on those in the Leadership Team</p>	<ul style="list-style-type: none"> • Team leaders to engage in regular discussion, reflection and professional reading at Level and Curriculum PLTs and Leadership team • Team Leaders to develop norms and purpose for their teams and to distribute leadership responsibilities across all members. • Develop a school leadership plan to drive school improvement • Build teacher capabilities and skill in explicit Literacy and Numeracy strategies through use of Professional Coaches 	<ul style="list-style-type: none"> • Review of roles and Responsibilities refined and documented for each staff member and links to staff performance plans evident • Coaching of new Leadership team Jan White in Semester 1 • Leadership team to monitor school improvement closely • Principal/Assistant Principal to lead work on Vision, Values and Mission 	<ul style="list-style-type: none"> • Principal to lead Roles and responsibilities and wellbeing documentation through SC committees • Team Leaders as part of leadership team to monitor school improvement • Principal to facilitate Leadership team work 	<ul style="list-style-type: none"> • Roles and responsibilities by Beginning of school year • Coaching of Leadership team throughout year 	<ul style="list-style-type: none"> • All teachers implementing agreed Assessment schedule closely • All teacher's work programs to show learning intentions for all learning areas and structure of lessons with components (mini-lessons, practice activities, focus group work and assessment) ▪ Teacher & leadership roles explicit - role clarity processes and documents and acknowledgement of staff contributions. • Improved scores on student, staff and parent surveys, on

	<p>and Peer Observation and feedback</p> <ul style="list-style-type: none"> • Vision statement revisited to ensure clarity of purpose throughout the school and across the community 				<p>Teaching and Learning emphasis, Student Relationship; and Classroom behaviour, behaviour management a large focus with new Student Well-being policy and Conduct code implemented.</p>
<p>Develop strong transition processes throughout the school for seamless movement across years</p>	<ul style="list-style-type: none"> • Continue to document transition processes and policies across school • Improve whole school communication through a range of means • Completion of policies related to parent home school communication and wellbeing • Publish and implement the newly formed student engagement and wellbeing policy and implement the student code of conduct 	<ul style="list-style-type: none"> • Current Transition process to be reviewed for effectiveness • community surveys • Assistant Principal to lead implementation of Wellbeing policy and student code in Staff meetings & leadership meetings & parent meetings 	<ul style="list-style-type: none"> • All staff involved in transition processes with Assistant Principal monitoring effectiveness through surveys and discussions • Inquiry PLT and Assistant Principal to implement Student Well-being and engagement policy and Conduct codes 	<ul style="list-style-type: none"> • Transition survey results by end Term 4, 2014 and improvement recommendation by Term 1, 2015 • New Prep Parents survey by end Term 1 • Wellbeing policy reviewed and re-launched end First semester • Code of Conduct – Feb 2015 	<ul style="list-style-type: none"> ▪ Master sets of all documentation: survey results and recommendation and programs associated with transition across the school to be used by staff in planning ▪ New Student Wellbeing policy and Student Code of Conduct to be implemented early Term 1, 2015 ▪ Increased student & parent participation in school events, e.g. Celebration of Learning Assemblies, invitations to parents to information and learning sessions; and through the implementation of the Digital excellence & 1:1 programs