

School Annual Implementation Plan for 0861 Maffra Primary School 2015

Based on Strategic Plan 2013-2016



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Chet Dervish</p> <p>Date 16/04/2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Melissa Hrehoresen</p> <p>Date 12/05/2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>

Strategic Direction

	Goals	Targets	One Year Targets
Student Learning	To improve student learning outcomes in Literacy and Numeracy across the school.	<ul style="list-style-type: none"> Over 2013-2015 as a whole, the proportion of students achieving in the top two NAPLAN bands will be: Year 3 Reading – 40% Year 3 Writing- 45% Year 3 Numeracy-35% Year 5 Reading- 30% Year 5 Writing-25% Year 5 Numeracy-20% By 2015, no more than 10% of students 'deemed capable' will achieve in the bottom two bands for NAPLAN Reading, Writing or Numeracy. 	<p>Professional Learning Team meeting minutes show team approach to supporting individuals and groups of students in their learning</p> <p>Revised Teaching Framework adopted</p>
Student Engagement and Wellbeing	To improve student relationships, resilience and engagement in learning.	<p>By 2015, achieve the following mean outcomes on the student Attitudes To School survey;</p> <ul style="list-style-type: none"> Classroom Behaviour: 3.83 Student Motivation: 4.70 Student Morale: 6.25 	<p>Reaffirm the shared understanding and commitment to the schools vision and values</p> <p>School Wide Positive Behaviours team continues to analyse behaviour data and to develop positive strategies for improvement.</p> <p>Investigate a range of ICT options available to support engagement and student outcomes</p>
Student Transitions and Pathways	To provide seamless transitions and positive learning pathways for all students.	The School Mean for the Transitions measure on the Parent Opinion Survey will improve to be 5.85 by 2015.	<p>Implement a process for tracking student progress through school</p> <p>Transition protocols and checklist will be used to guide processes for transition.</p>

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	Success indicators the changes in practice, behaviours or outcomes that indicate that the strategies are successful
Student Learning To improve student learning outcomes in Literacy and Numeracy across the school.	Curriculum Leadership Group monitors A.I.P. implementation, team effectiveness and classroom planning.	<ul style="list-style-type: none"> ▪ Time allocation within meeting schedule 	<ul style="list-style-type: none"> ▪ Curriculum Leadership 	<ul style="list-style-type: none"> ▪ Monthly meetings 	<ul style="list-style-type: none"> ▪ Teams will have effective planning in place to support student improvement ▪ Comprehensive Work Programs
	Assistant Principal to continue as a teaching and learning coach.	<ul style="list-style-type: none"> ▪ Incorporated in Workforce Plan 	<ul style="list-style-type: none"> ▪ AP/Leadership direction ▪ Staff/student need 	<ul style="list-style-type: none"> ▪ Ongoing throughout the year 	<ul style="list-style-type: none"> ▪ Student Learning improvement ▪ Teacher practice enhanced
	Use data analysis to determine point of need for teaching.	<ul style="list-style-type: none"> ▪ ICT 	<ul style="list-style-type: none"> ▪ Individual teachers ▪ Professional Learning Teams 	<ul style="list-style-type: none"> ▪ Weekly planning – student learning focused sessions 	<ul style="list-style-type: none"> ▪ Data used Z.P.D. support for students
	Professional Learning Team time allocation to be given a high priority.	<ul style="list-style-type: none"> ▪ Time allocations 	<ul style="list-style-type: none"> ▪ Teams 	<ul style="list-style-type: none"> ▪ Weekly planning – student learning focused sessions 	<ul style="list-style-type: none"> ▪ Improved outcomes for all students
	Professional Learning Team action plans developed according to analysis of assessment data.	<ul style="list-style-type: none"> ▪ Time allocation within meeting schedule 	<ul style="list-style-type: none"> ▪ Planning Teams 	<ul style="list-style-type: none"> ▪ At the conclusion of Term 1 testing 	<ul style="list-style-type: none"> ▪ Implementation of Action Plans ▪ Improved student outcomes in target areas

	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	Success indicators the changes in practice, behaviours or outcomes that indicate that the strategies are successful
	Explicit teaching of Australian Curriculum skills and content to include the broad range of levels of the students in each class	<ul style="list-style-type: none"> ▪ Time allocation within meeting schedule ▪ Moderation 	<ul style="list-style-type: none"> ▪ Individual. Monitored by leadership group ▪ Year level teams 	<ul style="list-style-type: none"> ▪ By the end of 2015 	<ul style="list-style-type: none"> ▪ Updated curriculum policies and programs
	Leadership team to monitor evidence of independent learning in each classroom	<ul style="list-style-type: none"> ▪ Classroom visits ▪ Provision of planning time 	<ul style="list-style-type: none"> ▪ Leadership 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Differentiated curriculum evident in planning documents
	Digital forms of student portfolios utilized in classrooms	<ul style="list-style-type: none"> ▪ Methodology included in staff meeting 	<ul style="list-style-type: none"> ▪ Individual 	<ul style="list-style-type: none"> ▪ Reference points at the end of each semester 	<ul style="list-style-type: none"> ▪ Digital Portfolios
	Students will understand and articulate their own learning styles and set their own learning goals	<ul style="list-style-type: none"> ▪ Staff meeting support 	<ul style="list-style-type: none"> ▪ Individual classes/students 	<ul style="list-style-type: none"> ▪ As required ▪ Needs based ▪ Termly 	<ul style="list-style-type: none"> ▪ Students are able to articulate individual learning styles/goals ▪ Students are aware when they are successful.
	Further strengthen learning confidence in both students and teachers through constructive feedback.	<ul style="list-style-type: none"> ▪ Classroom visits ▪ PD provision – giving and receiving feedback 	<ul style="list-style-type: none"> ▪ Leadership group 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Increased learning confidence.
	Review and revise A Teaching Framework – Characteristics of An Excellent Classroom at Maffra Primary School.	<ul style="list-style-type: none"> ▪ Review existing Framework after 1st Principal walks ▪ Refine and trial with 2nd Principal walks 	<ul style="list-style-type: none"> ▪ Whole school. ▪ Finalised by Leadership group 	<ul style="list-style-type: none"> ▪ Completed by end of review cycle ▪ Principal walks in Term 2 and 3 	<ul style="list-style-type: none"> ▪ Revised framework in place.

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Student Engagement and Wellbeing To improve student relationships, resilience and engagement in learning.	Reaffirm the shared understanding and commitment to the schools vision and values	<ul style="list-style-type: none"> ▪ SWPB budget ▪ Meeting provision 	<ul style="list-style-type: none"> ▪ SWPB team ▪ All teaching/non-teaching staff ▪ Students/community 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Shared understandings established and articulated
	School Wide Positive Behaviours team continues to analyse behaviour data and to develop positive strategies for improvement.	<ul style="list-style-type: none"> ▪ ICT 	<ul style="list-style-type: none"> ▪ SWPB team 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Strategies for improvement established and implemented
	Investigate a range of ICT options available to support engagement and student outcomes	<ul style="list-style-type: none"> ▪ ICT 	<ul style="list-style-type: none"> ▪ Leadership 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Greater use of options evident in planning documents
Student Transitions and Pathways To provide seamless transitions and positive learning pathways for all students.	Implement a process for tracking student progress through school	<ul style="list-style-type: none"> ▪ ICT 	<ul style="list-style-type: none"> ▪ Leadership ▪ Individual teachers ▪ SWPB team 	<ul style="list-style-type: none"> ▪ End of each semester 	<ul style="list-style-type: none"> ▪ Network tracking sheets up to date ▪ Behaviour tracking process formalised
	Transition protocols and checklist will be used to guide processes for transition.	<ul style="list-style-type: none"> ▪ ICT 	<ul style="list-style-type: none"> ▪ Individual teachers 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Positive transition as indicated in P.O.S. ▪ Positive outcomes in Year 6/7 Transition Survey completed by <ul style="list-style-type: none"> (i) Parents/Guardians (ii) Year 7 students

