

# School Annual Implementation Plan for 5427 Albany Rise PS 2014

Based on Strategic Plan 2014 - 2017



## Endorsements

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

## Strategic Direction

	Goals	Targets	One Year Targets																																																																																																																																																																																																						
<b>Achievement</b>	To improve student learning outcomes across the whole curriculum, particularly in Literacy and Numeracy, optimising outcomes for all students across all ability levels.	<p>To raise the % of students achieving A or B by 10% whilst lowering the percentage of students achieving D or E.</p> <table border="1"> <thead> <tr> <th>2017</th> <th colspan="2">Read</th> <th colspan="2">Writ</th> <th colspan="2">S&amp;L</th> <th colspan="2">Num &amp; Alg.</th> <th colspan="2">Meas. &amp; Geo.</th> </tr> <tr> <th></th> <th>AB</th> <th>DE</th> <th>AB</th> <th>DE</th> <th>AB</th> <th>DE</th> <th>AB</th> <th>DE</th> <th>AB</th> <th>DE</th> </tr> </thead> <tbody> <tr> <td><i>Prep</i></td> <td>17.2</td> <td>0.0</td> <td>6.9</td> <td>2.8</td> <td>10.0</td> <td>0.0</td> <td>10.0</td> <td>0.0</td> <td>10.0</td> <td>0.0</td> </tr> <tr> <td><i>Yr 1</i></td> <td>51.9</td> <td>5.0</td> <td>27.5</td> <td>12.5</td> <td>15.3</td> <td>5.0</td> <td>25.6</td> <td>8.4</td> <td>12.9</td> <td>6.3</td> </tr> <tr> <td><i>Yr 2</i></td> <td>46.6</td> <td>2.7</td> <td>20.0</td> <td>8.2</td> <td>13.3</td> <td>5.5</td> <td>22.6</td> <td>4.1</td> <td>17.5</td> <td>0.0</td> </tr> <tr> <td><i>Yr 3</i></td> <td>29.37</td> <td>9</td> <td>22</td> <td>11.97</td> <td>3.63</td> <td>2.97</td> <td>38.83</td> <td>7.92</td> <td>19.47</td> <td>2.61</td> </tr> <tr> <td><i>Yr 4</i></td> <td>17.2</td> <td>0.0</td> <td>6.9</td> <td>2.8</td> <td>10.0</td> <td>0.0</td> <td>10.0</td> <td>0.0</td> <td>10.0</td> <td>0.0</td> </tr> <tr> <td><i>Yr 5</i></td> <td>51.9</td> <td>5.0</td> <td>27.5</td> <td>12.5</td> <td>15.3</td> <td>5.0</td> <td>25.6</td> <td>8.4</td> <td>12.9</td> <td>6.3</td> </tr> <tr> <td><i>Yr 6</i></td> <td>46.6</td> <td>2.7</td> <td>20.0</td> <td>8.2</td> <td>13.3</td> <td>5.5</td> <td>22.6</td> <td>4.1</td> <td>17.5</td> <td>0.0</td> </tr> </tbody> </table> <p>No students at or below the national minimum standards in all areas of NAPLAN.</p>	2017	Read		Writ		S&L		Num & Alg.		Meas. & Geo.			AB	DE	AB	DE	AB	DE	AB	DE	AB	DE	<i>Prep</i>	17.2	0.0	6.9	2.8	10.0	0.0	10.0	0.0	10.0	0.0	<i>Yr 1</i>	51.9	5.0	27.5	12.5	15.3	5.0	25.6	8.4	12.9	6.3	<i>Yr 2</i>	46.6	2.7	20.0	8.2	13.3	5.5	22.6	4.1	17.5	0.0	<i>Yr 3</i>	29.37	9	22	11.97	3.63	2.97	38.83	7.92	19.47	2.61	<i>Yr 4</i>	17.2	0.0	6.9	2.8	10.0	0.0	10.0	0.0	10.0	0.0	<i>Yr 5</i>	51.9	5.0	27.5	12.5	15.3	5.0	25.6	8.4	12.9	6.3	<i>Yr 6</i>	46.6	2.7	20.0	8.2	13.3	5.5	22.6	4.1	17.5	0.0	<table border="1"> <thead> <tr> <th>2014</th> <th colspan="2">Read</th> <th colspan="2">Writ</th> <th colspan="2">S&amp;L</th> <th colspan="2">Num&amp; Alg.</th> <th colspan="2">Meas. &amp; Geo.</th> </tr> <tr> <th></th> <th>AB</th> <th>DE</th> <th>AB</th> <th>DE</th> <th>AB</th> <th>DE</th> <th>AB</th> <th>DE</th> <th>AB</th> <th>DE</th> </tr> </thead> <tbody> <tr> <td><i>Prep</i></td> <td>2.5</td> <td>0</td> <td>2.5</td> <td>0</td> <td>2.5</td> <td>0</td> <td>2.5</td> <td>0</td> <td>2.5</td> <td>0</td> </tr> <tr> <td><i>Yr 1</i></td> <td>16</td> <td>0</td> <td>6.4</td> <td>3.0</td> <td>5</td> <td>0</td> <td>5</td> <td>0</td> <td>5</td> <td>0</td> </tr> <tr> <td><i>Yr 2</i></td> <td>48.5</td> <td>5.5</td> <td>25.5</td> <td>13.5</td> <td>14.2</td> <td>5.4</td> <td>24</td> <td>9</td> <td>12</td> <td>6.6</td> </tr> <tr> <td><i>Yr 3</i></td> <td>43.4</td> <td>2.9</td> <td>18.5</td> <td>8.9</td> <td>12.5</td> <td>5.9</td> <td>21</td> <td>4.3</td> <td>16</td> <td>0</td> </tr> <tr> <td><i>Yr 4</i></td> <td>28.5</td> <td>9.0</td> <td>21.0</td> <td>13.0</td> <td>8.0</td> <td>3.3</td> <td>35.8</td> <td>8.5</td> <td>19</td> <td>2.6</td> </tr> <tr> <td><i>Yr 5</i></td> <td>42.0</td> <td>7.0</td> <td>26.5</td> <td>15.0</td> <td>18.5</td> <td>0</td> <td>31</td> <td>12.5</td> <td>33</td> <td>6.2</td> </tr> <tr> <td><i>Yr 6</i></td> <td>26.5</td> <td>9.0</td> <td>16.0</td> <td>20.0</td> <td>15.0</td> <td>9.0</td> <td>21.4</td> <td>26</td> <td>23.8</td> <td>18</td> </tr> </tbody> </table>	2014	Read		Writ		S&L		Num& Alg.		Meas. & Geo.			AB	DE	AB	DE	AB	DE	AB	DE	AB	DE	<i>Prep</i>	2.5	0	2.5	0	2.5	0	2.5	0	2.5	0	<i>Yr 1</i>	16	0	6.4	3.0	5	0	5	0	5	0	<i>Yr 2</i>	48.5	5.5	25.5	13.5	14.2	5.4	24	9	12	6.6	<i>Yr 3</i>	43.4	2.9	18.5	8.9	12.5	5.9	21	4.3	16	0	<i>Yr 4</i>	28.5	9.0	21.0	13.0	8.0	3.3	35.8	8.5	19	2.6	<i>Yr 5</i>	42.0	7.0	26.5	15.0	18.5	0	31	12.5	33	6.2	<i>Yr 6</i>	26.5	9.0	16.0	20.0	15.0	9.0	21.4	26	23.8	18
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Matched cohort data to show 10% increase in students in top two bands: in all areas of NAPLAN.

SUBJECT AREA	2012 – 2014	
	YEAR 3	YEAR 5
Writing	59.6	65.5
Reading	61.7	67.9
Spelling	68.09	74.9
Grammar & Punctuation	65.96	72.6
Maths	53.19	58.5

**Engagement**

To achieve a stimulating learning environment where students have a belief in their capacity to learn, demonstrating high levels of learning confidence and are motivated to achieve their 'personal best'.

To increase the Year 5 and 6 Attitudes to School Survey data in the area of stimulating learning environment and learning confidence to 4.20.

Attitudes to School Survey	Stimulating Learning
2013	4.04
2017	4.20

To maintain the Year 5 and Year 6 stimulating learning and student motivation variables in the 4<sup>th</sup> quartile of the Parent Opinion Survey.

**Stimulating Learning one year target: 4.10**

To maintain the Year 5 and Year 6 stimulating learning and student motivation variables in the 4<sup>th</sup> quartile of the Parent Opinion Survey.

**Wellbeing**

To achieve a well understood, whole school approach where students take

To ensure that peer connectedness and school connectedness in the Attitudes to School Survey are at or above the state.

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charge of their behaviour and learning and build connectedness to their peers and the school.

Attitudes to School Survey	Connectedness to Peers	School Connectedness
<b>ARPS 2013</b>	4.33	4.47
<b>State</b>	4.31	4.38

To increase the Year 5 and 6 Attitudes to School variable of Classroom Behaviour from 2.23 (2013) to 3.3.

To increase the classroom behaviour variable to the 4<sup>th</sup> quartile in the Parent Opinion Survey.

To increase the student safety variable of the Attitudes to School Survey to at or above the state.

Attitudes to School Survey	Student Safety
<b>ARPS 2013</b>	4.09
<b>State</b>	4.31

Attitudes to School Survey	Classroom Behaviour
<b>2013</b>	2.23
<b>2014</b>	2.40

To increase the student safety variable of the Attitudes to School Survey to at or above the state.

<b>Productivity</b>	To provide an allocation of resources (human, financial, time, space, materials) that targets the maximum improvement in student outcomes (achievement, engagement and wellbeing).	An increase in student engagement with their learning through the integration of ICT in the curriculum by 2017 evidenced by school based survey results.	

## 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
<b>Achievement</b>	<ul style="list-style-type: none"> <li>Develop an agreed instructional model.</li> <li>Implement a focused, whole school approach to the use of learning intentions and success criteria in classrooms and when planning.</li> <li>Provide professional learning for all teachers in relation to pedagogy with a focus on explicit teaching and differentiation.</li> <li>Provide professional learning in relation to the development of oral language.</li> <li>Approaches to reading comprehension across the school are documented.</li> </ul>	<p>Level team meetings, leadership team and whole staff.</p> <p>Level team meetings, leadership team and whole staff.</p> <p>Professional Learning budget. Staff meetings. Meeting Schedule.</p> <p>Professional Learning budget. Staff Meetings. Meeting schedule.</p> <p>Professional learning team meetings.</p>	<p>P.L.T. Curriculum team leaders, level team leaders, A.P. &amp; Prin.</p> <p>P.L.T. Curriculum leaders, level team leaders, A.P. &amp; Prin.</p> <p>A.P., Literacy professional learning team leader.</p> <p>Literacy professional learning team leader and team members.</p> <p>Literacy professional learning team leader and team members.</p>	<p>Term 4 agreed and documented.</p> <p>By the end of term 3</p> <p>By the end of term 4.</p> <p>By the end of term 4.</p> <p>By the end of term 3 approaches to reading comprehension have been documented for all year levels.</p>	<p>Teachers across the school using instructional model.</p> <p>All teachers are including learning intentions and success criteria for Literacy and Numeracy.</p> <p>Teachers' planning reflects differentiation and provision for the individual needs of students.</p> <p>Teachers have developed an enhanced knowledge of oral language and the scope and sequence as outlined in AusVELS.</p> <p>Approaches to reading comprehension have been documented and are utilised across all year levels.</p> <p>A whole school planning</p>

	<ul style="list-style-type: none"> <li>• Develop a whole school approach to classroom timetables and curriculum management.</li> <li>• Ensure that Measurement and Geometry is timetabled for a minimum of 10 hours per term. Provide opportunities for staff moderation and sharing of practice.</li> <li>• Provide professional development opportunities in relation to the use of data and feedback.</li> <li>• Survey students in relation to effectiveness of teacher feedback.</li> <li>• Ensure that student goals are developed each term. Develop practical management strategies to monitor student progress towards achieving goals.</li> </ul>	<p>Strategic improvement team meetings, leadership meetings.</p> <p>Team meetings, staff meetings. Meeting schedule.</p> <p>Meeting schedule, Professional Learning Budget.</p> <p>Planning for goal setting during level team meetings. Sharing of strategies.</p>	<p>Professional Learning team leaders, level team leaders.</p> <p>Teachers, P.L.T.</p> <p>A.P. and Strategic Improvement team. Numeracy.</p> <p>Level teams and leadership.</p>	<p>By the end of term 3.</p> <p>By the end of term 4.</p> <p>Terms 2,3 and 4.</p> <p>By the end of term 2.</p>	<p>document is produced outlining time expectations and management.</p> <p>Measurement and Geometry is planned and delivered for 10 hours per term. Moderation sessions have been conducted and regular sharing of practice.</p> <p>By the end of term 4 teachers will utilise data effectively to provide feedback to students.</p> <p>All teachers will be assisting students to develop goals.</p>
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	<ul style="list-style-type: none"> <li>Review the assessment schedule, adjust and implement school wide.</li> <li>Utilise data assessments across all years to enable teachers to moderate and determine consistent accurate judgements of student progress.</li> <li>Develop professional learning protocols and trial approaches which enable feedback ie: peer support, mentoring, coaching.</li> <li>Review and revise the current induction program.</li> <li>Review the current teacher performance and development program and incorporate the AITSL standards.</li> </ul>	<p>Provision within meeting schedule.</p> <p>Provision within meeting schedule - team meetings, whole staff.</p> <p>Timetable provision for peer observation.</p> <p>Regular induction meetings inform program. Feedback from new staff.</p> <p>Professional learning for leaders, staff meeting and consultative committee input.</p>	<p>Level team leaders and team members.</p> <p>Team leaders, P.L.T. leaders.</p> <p>A.P. Prin, Leadership Team.</p> <p>Prin., A.P. new staff,</p> <p>Prin. A.P., staff.</p>	<p>By term 3.</p> <p>Terms 2, 3 &amp; 4.</p> <p>By the end of term 4.</p> <p>By the end of term 2.</p> <p>By the beginning of the 2014 – 2015 cycle.</p>	<p>A revised assessment schedule is utilised school wide by all teams.</p> <p>Triangulated results demonstrate improved consistency of teacher judgements and NAPLAN results. Student learning folders provide evidence of individual assessments.</p> <p>Each teacher will have completed two peer observation and feedback sessions.</p> <p>A revised induction program is utilised.</p> <p>A revised performance and development program will be in place.</p>
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<b>Engagement</b>	Build teacher confidence and capacity in utilising technology through peer support and professional learning.	Professional learning budget, meeting schedule, use of lab.	ICT professional learning team.	Terms 2, 3 and 4.	Professional learning opportunities in the use of ICT are implemented.
	Provide teacher professional learning opportunities to enable teachers to enhance student participation in learning through: decision making, goal setting, self-assessing, peer assessment and reflecting on their own learning.	Professional learning budget.	Leadership team, strategic improvement team.	Terms 2, 3 and 4.	Professional learning is conducted in relation to enhancing personalised learning.
	Develop ILP's for all students who are requiring extension and support.	Teacher planning time. Liaise with A.P. Prin.	Teachers, A.P., Prin.	Terms 2, 3 and 4	ILP's are developed for all students working above and below their indicative level.
	Conduct regular student forums to promote student voice and gain feedback.	Scheduled times for forums to be conducted.	Prin., A.P., team leaders.	Throughout the year.	Students participate in forums which provide opportunities for feedback.
	Maintain programs such as Clever Kids for student engagement, motivation and personalised learning.	Timetabling and staff provision.	A.P., leadership team.	Terms 2 and 3.	Students participate in Clever Kids program, student leadership, Maths Olympiad etc.
	Develop a scope and sequence to formalise	Level team planning time.	Leadership team, level teams.	Term 3.	A scope and sequence document has been

	goal setting and peer assessment and reflection. Formalise strategies at each level eg: classroom displays, blogs, journals.				produced and is utilised in relation to goal setting and peer assessment.
<b>Wellbeing</b>	Develop the Kids Matter framework. Complete module 1.	Meeting schedule, P.L.T. Student Wellbeing meetings, action plan.	Student Wellbeing Coordinator, P.L.T. Student Wellbeing.	By term 4.	Project to be agreed upon and completed for the whole staff by term 4.  Staff member to complete module 2 training.
	Train additional teachers in Bounce Back.	Professional Learning budget.	Student Wellbeing Coordinator to organise.	By the end of term 2	Additional teachers have been trained in Bounce Back.
	Ensure that Bounce Back is timetabled and conducted weekly at all year levels.	Team leaders oversee timetabling and provision of Bounce Back program.	Student Wellbeing Coordinator, P.L.T. Student Wellbeing.	By the end of term 2.	All year levels are implementing the core units at the same time for the allocated time.
	Provide ongoing training to staff in Restorative Practices.	Professional Learning budget.	Team leaders, leadership team, P.L.T. Student Wellbeing.	As required.	All new staff are trained in Restorative Practices.
	Resources provided to utilise in restorative conferences.	P.L.T. meetings.	Student Wellbeing Coordinator and P.L.T. Student Wellbeing.	By term 3.	Procedures are in place to utilise resources effectively: scripts, conference and agreement records, time resources.
	Conduct regular (one a	Use of Function Room,	P.L.T Student Wellbeing.	By the end of term 3.	Information sessions

	<p>year) information sessions for parents in relation to school wide wellbeing approaches: Bounce Back, Restorative Practices. Students included to increase attendance.</p> <p>Implement 3 way conferences across years 3-6.</p> <p>Redesign website which promotes and maximises links with the school community.</p> <p>Enhance Junior School Council. Provide increased opportunities to demonstrate involvement and ownership eg: leadership roles, fundraisers, education week, roles during school events.</p>	<p>planned according to school calendar, student wellbeing budget.</p> <p>Schedule and plan developed for conferences. Space, staff training.</p> <p>Budget, support from web designer.</p> <p>Scheduling of JSC events - link to whole school events.</p>	<p>A.P., Leadership team, teachers.</p> <p>All teams provide input. P.L.T. ICT.</p> <p>Prin. with input from level teams, students and JSC members.</p>	<p>Term 2.</p> <p>By the end of term 3.</p> <p>Terms 2, 3 and 4.</p>	<p>conducted and improved attendance has been achieved.</p> <p>Three way conferences are conducted in June for 3-6.</p> <p>Website has been redesigned with improved links to school community.</p> <p>Increased opportunities for JSC have been implemented.</p>
<b>Productivity</b>	<p>Conduct a review of resource allocation to curriculum areas and programs to determine the impact on student learning.</p> <p>Develop a workforce plan</p>	<p>Scheduled as aspect of budget development.</p> <p>Utilise SRP Planner, staff</p>	<p>Prin, budget leaders.</p> <p>Prin. Consultative</p>	<p>Term 4.</p> <p>Ongoing, terms 3 and 4.</p>	<p>Resource review has been conducted and informs resourcing.</p> <p>Workforce plan completed. Succession</p>

	<p>which ensures succession planning and allocates personnel to roles which ensure knowledge transfer.</p> <p>Plan for professional learning which supports strategic goals and targets.</p> <p>Review school specialist programs.</p> <p>Begin an 'E' learning plan which includes a plan for prioritising resources required.</p>	<p>surveys, P&amp;D process.</p> <p>Development of budget which reflects strategic goals and targets.</p> <p>Timetabling, staffing resources considered.</p> <p>Projected Budget developed. Resources available and required considered.</p>	<p>Committee.</p> <p>Prin, A.P.</p> <p>Prin, A.P., Consultative Committee.</p> <p>Prin, A.P. P.L.T. I.C.T. Input from technician.</p>	<p>Term 4.</p> <p>Terms 3 and 4.</p> <p>Term 4.</p>	<p>planning opportunities incorporated.</p> <p>Professional learning budget developed with activities which support strategic plan.</p> <p>Specialist program has been reviewed.</p> <p>'E' learning plan is commenced.</p>
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