

# School Annual Implementation Plan for 5427 Albany Rise Primary School 2015

Based on Strategic Plan 2014 - 2017



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... <i>B. Jones</i>                  Name..... <i>BELINDA JONES</i>                  Date..... <i>22/4/15</i></p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>Fiona Dewhurst-Daniel</i>                  Name..... <i>FIONA DEWHURST-DANIEL</i>                  Date..... <i>22.4.2015</i></p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council!</p>

# Strategic Direction

	Goals	Targets	One Year Targets																																																																																																			
Achievement	<p>To improve student learning outcomes across the whole curriculum, particularly in Literacy and Numeracy, optimising outcomes for all students across all ability levels.</p>	<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 rowspan="2">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>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>Prep</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>Yr 1</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>Yr 2</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>Yr 3</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>Yr 4</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>Yr 5</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>Yr 6</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>	2017	Read		Writ		S&L		Num& Alg.		Meas. & Geo.		AB	DE	AB	DE	AB	DE	AB	DE	AB	DE	Prep	17.2	0.0	6.9	2.8	10.0	0.0	10.0	0.0	10.0	0.0	Yr 1	51.9	5.0	27.5	12.5	15.3	5.0	25.6	8.4	12.9	6.3	Yr 2	46.6	2.7	20.0	8.2	13.3	5.5	22.6	4.1	17.5	0.0	Yr 3	29.37	9	22	11.97	3.63	2.97	38.83	7.92	19.47	2.61	Yr 4	17.2	0.0	6.9	2.8	10.0	0.0	10.0	0.0	10.0	0.0	Yr 5	51.9	5.0	27.5	12.5	15.3	5.0	25.6	8.4	12.9	6.3	Yr 6	46.6	2.7	20.0	8.2	13.3	5.5	22.6	4.1	17.5	0.0		
2017	Read			Writ		S&L		Num& Alg.		Meas. & Geo.																																																																																												
	AB	DE	AB	DE	AB	DE	AB	DE	AB	DE																																																																																												
Prep	17.2	0.0	6.9	2.8	10.0	0.0	10.0	0.0	10.0	0.0																																																																																												
Yr 1	51.9	5.0	27.5	12.5	15.3	5.0	25.6	8.4	12.9	6.3																																																																																												
Yr 2	46.6	2.7	20.0	8.2	13.3	5.5	22.6	4.1	17.5	0.0																																																																																												
Yr 3	29.37	9	22	11.97	3.63	2.97	38.83	7.92	19.47	2.61																																																																																												
Yr 4	17.2	0.0	6.9	2.8	10.0	0.0	10.0	0.0	10.0	0.0																																																																																												
Yr 5	51.9	5.0	27.5	12.5	15.3	5.0	25.6	8.4	12.9	6.3																																																																																												
Yr 6	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 rowspan="2">2015</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>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>Prep</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>Yr 1</td> <td>25</td> <td>0</td> <td>10</td> <td>5.2</td> <td>3.5</td> <td>0</td> <td>15</td> <td>0</td> <td>3.5</td> <td>0</td> </tr> <tr> <td>Yr 2</td> <td>30</td> <td>0</td> <td>24</td> <td>0</td> <td>14</td> <td>0</td> <td>30</td> <td>2.6</td> <td>15</td> <td>0</td> </tr> <tr> <td>Yr 3</td> <td>48.5</td> <td>0</td> <td>14.7</td> <td>12</td> <td>14.2</td> <td>0</td> <td>24</td> <td>0</td> <td>18</td> <td>0</td> </tr> <tr> <td>Yr 4</td> <td>47</td> <td>7.5</td> <td>18.5</td> <td>8.9</td> <td>23</td> <td>5.9</td> <td>28</td> <td>4.3</td> <td>44</td> <td>3.4</td> </tr> <tr> <td>Yr 5</td> <td>50</td> <td>2.5</td> <td>33</td> <td>4.0</td> <td>27</td> <td>0</td> <td>55</td> <td>2.5</td> <td>58</td> <td>0</td> </tr> <tr> <td>Yr 6</td> <td>42</td> <td>7.0</td> <td>26.5</td> <td>12.5</td> <td>18.5</td> <td>0</td> <td>39</td> <td>12.5</td> <td>39</td> <td>6.2</td> </tr> </tbody> </table>	2015	Read		Writ		S&L		Num& Alg.		Meas. & Geo.		AB	DE	AB	DE	AB	DE	AB	DE	AB	DE	Prep	2.5	0	2.5	0	2.5	0	2.5	0	2.5	0	Yr 1	25	0	10	5.2	3.5	0	15	0	3.5	0	Yr 2	30	0	24	0	14	0	30	2.6	15	0	Yr 3	48.5	0	14.7	12	14.2	0	24	0	18	0	Yr 4	47	7.5	18.5	8.9	23	5.9	28	4.3	44	3.4	Yr 5	50	2.5	33	4.0	27	0	55	2.5	58	0	Yr 6	42	7.0	26.5	12.5	18.5	0	39	12.5	39	6.2	
2015	Read		Writ		S&L		Num& Alg.		Meas. & Geo.																																																																																													
	AB	DE	AB	DE	AB	DE	AB	DE	AB	DE																																																																																												
Prep	2.5	0	2.5	0	2.5	0	2.5	0	2.5	0																																																																																												
Yr 1	25	0	10	5.2	3.5	0	15	0	3.5	0																																																																																												
Yr 2	30	0	24	0	14	0	30	2.6	15	0																																																																																												
Yr 3	48.5	0	14.7	12	14.2	0	24	0	18	0																																																																																												
Yr 4	47	7.5	18.5	8.9	23	5.9	28	4.3	44	3.4																																																																																												
Yr 5	50	2.5	33	4.0	27	0	55	2.5	58	0																																																																																												
Yr 6	42	7.0	26.5	12.5	18.5	0	39	12.5	39	6.2																																																																																												
	<p>No students at or below the national minimum standards in all areas of NAPLAN.</p>																																																																																																					

		<p>Matched cohort data to show 10% increase in students in top two bands: in all areas of NAPLAN.</p>	<table border="1"> <thead> <tr> <th rowspan="2">SUBJECT AREA</th> <th colspan="2">2013 - 2015</th> </tr> <tr> <th>YEAR 3</th> <th>YEAR 5</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>70.0</td> <td>77.0</td> </tr> <tr> <td>Reading</td> <td>51.6</td> <td>57</td> </tr> <tr> <td>Spelling</td> <td>61.3</td> <td>67.4</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>64.5</td> <td>71.0</td> </tr> <tr> <td>Maths</td> <td>45.2</td> <td>49.7</td> </tr> </tbody> </table>	SUBJECT AREA	2013 - 2015		YEAR 3	YEAR 5	Writing	70.0	77.0	Reading	51.6	57	Spelling	61.3	67.4	Grammar & Punctuation	64.5	71.0	Maths	45.2	49.7
SUBJECT AREA	2013 - 2015																						
	YEAR 3	YEAR 5																					
Writing	70.0	77.0																					
Reading	51.6	57																					
Spelling	61.3	67.4																					
Grammar & Punctuation	64.5	71.0																					
Maths	45.2	49.7																					
<p>Engagement</p>	<p>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'.</p>	<p>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.</p> <p>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.</p>	<p><b>Stimulating Learning one year target 4.10</b></p> <table border="1"> <thead> <tr> <th>Attitudes to School Survey</th> <th>Stimulating Learning</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>4.14</td> </tr> <tr> <td>2014</td> <td>3.95</td> </tr> <tr> <td>2017</td> <td>4.20</td> </tr> </tbody> </table> <p>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.</p>	Attitudes to School Survey	Stimulating Learning	2013	4.14	2014	3.95	2017	4.20												
Attitudes to School Survey	Stimulating Learning																						
2013	4.14																						
2014	3.95																						
2017	4.20																						
<p>Wellbeing</p>	<p>To achieve a well understood, whole school approach</p>	<p>To ensure that peer connectedness and school connectedness in the Attitudes to School Survey are at or above the state.</p>	<p>To ensure that peer connectedness and school connectedness in the Attitudes to School Survey are at or above the state.</p>																				

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

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

Attitudes to School Survey	Connectedness to Peers	School Connectedness
ARPS 2013	4.30	4.50
ARPS 2014	4.35	4.35
State (2014)	4.39	4.39

To ensure that the Year 5 and 6 Attitudes to School variable of Classroom Behaviour is at or above the state.

Attitudes to School Survey	Classroom Behaviour
ARPS 2014	3.22
State 2014	3.40

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

Attitudes to School Survey	Student Safety
ARPS 2013	4.20
ARPS 2014	4.34
State	4.40

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

<p>Productivity</p>	<p>To provide an allocation of resources (human, financial, time, space, materials) that targets the maximum improvement in student outcomes (achievement, engagement and wellbeing).</p>	<p>An increase in student engagement with their learning through the integration of ICT in the curriculum by 2017 evidenced by school based survey results.</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	Achievement milestones the changes in practice or behaviours
Achievement	<ul style="list-style-type: none"> <li>Provide professional learning for all teachers in relation to pedagogy with a focus on explicit teaching and differentiation.</li> <li>Ensure continuity in oral language through the development and implementation of a whole school scope and sequence.</li> <li>Continue Peer Observation, Coaching and Mentoring.</li> <li>Review the use of data and assessments to inform teacher judgements.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning budget, staff meeting time, observation of peer practice</li> <li>During staff planning time and meeting time. Include in planning.</li> <li>During non-face to-face teaching time. Linked to P&amp;D plans.</li> <li>During planning meetings.</li> </ul>	<ul style="list-style-type: none"> <li>P.L.T. leaders and teams.</li> <li>TLR teachers, English P.L.T.</li> <li>Team leaders, A.P., Prin.</li> <li>Team leaders, P.L.T. - English and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1 - 4.</li> <li>Terms 1-3.</li> <li>Terms 1 - 4.</li> <li>Term 1 and term 4.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' planning reflects differentiation and provision for the individual needs of students.</li> <li>By the end of term 3 an oral language scope and sequence is being utilised across the school.</li> <li>Teachers participate in a learning walk each term and targeted peer observation.</li> <li>Review whole school assessment schedule.</li> <li>Use of COMPASS software across school (data)</li> <li>Assessment schedule tools embedded in planning documents.</li> </ul>

<ul style="list-style-type: none"> <li>Implement and review the Induction Program.</li> <li>Continue student goal setting, feedback and personalising learning.</li> <li>Review the Performance and Development program.</li> <li>Review the school wide approach to Reading Comprehension.</li> <li>Provide targeted professional learning for all staff in oral language development.</li> <li>Provide professional learning for teachers in Measurement and Geometry.</li> </ul>	<ul style="list-style-type: none"> <li>As implemented - by inductees and mentors.</li> <li>Students set and review goals related to Literacy, Numeracy and personal learning.</li> <li>Staff meeting sessions directed to P&amp;D.</li> <li>Planning time - teams.</li> <li>Staff meetings, meeting schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Business manager and team.</li> <li>Teachers and students.</li> <li>All staff, A.P., and Prin.</li> <li>English P.L.T.</li> <li>Team members, consultants.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 and term 4.</li> <li>Each term.</li> <li>End of cycle.</li> <li>Terms 1 - 3.</li> <li>Terms 1 -4.</li> </ul>	<ul style="list-style-type: none"> <li>Revised induction program utilised as required.</li> <li>Student goals are utilised for self-reflection and feedback (including Student Learning Folders)</li> <li>By the end of term 1 feedback and consultation have been utilised to develop the Performance and Development program.</li> <li>By the end of term 3 a consistent and understood approach to Reading Comprehension has been documented.</li> <li>By the end of the year whole staff professional learning in oral language and Measurement and Geometry has been completed.</li> </ul>
---	--	--	--	---

	<ul style="list-style-type: none"> <li>Build the capacity of team leaders to ensure reflective practices across the school.</li> <li>Develop a consistent, whole school approach to planning with explicit Learning Intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership meetings - discussion, questioning.</li> <li>Level team meetings, PLT meetings, Leadership</li> </ul>	<ul style="list-style-type: none"> <li>A.P., Prin.</li> <li>PLT team leaders, Leadership team, AP</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1 - 4</li> <li>Term 3-4</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the year increased reflection is a feature of team meetings and professional learning.</li> <li>By Term 3 develop draft planning doc used consistently for Term overview and inquiry planning across the school.</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>Develop an agreed, school wide document which articulates effective, engaging teaching and learning strategies ie: thinking tools etc.</li> <li>Continue to conduct student forums to promote student voice.</li> <li>Review the use of ILP's for students.</li> </ul>	<ul style="list-style-type: none"> <li>Team meetings, visits to schools, professional learning.</li> <li>Time allocated for student forums.</li> <li>Review conducted during leadership meetings.</li> </ul>	<ul style="list-style-type: none"> <li>A.P., leadership team.</li> <li>Prin, A.P., Student Wellbeing Coordinator.</li> <li>Team leader, A.P., PLT leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1-3.</li> <li>Terms 1-4.</li> <li>Terms 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 3 a Thinking Tools scope and sequence document has been produced and is utilised across the school.</li> <li>Feedback from student forums is utilised across the school to improve identified areas.</li> <li>ILIP's reflect identified changes and adjustments.</li> </ul>



	<ul style="list-style-type: none"> <li>Continue professional learning to build teacher confidence in ICT.</li> <li>Develop and promote positive approaches for student attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time, techy breakies, etc,</li> <li>AP &amp; SWO working with families and teachers</li> </ul>	<ul style="list-style-type: none"> <li>P.L.T. members and leader.</li> <li>AP, SWO, classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1 -4.</li> <li>Term 2-4</li> </ul>	<ul style="list-style-type: none"> <li>Increased targeted use of ICT in classrooms and planning documents.</li> <li>Development of policy and process for managing student attendance.</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>Kids Matter component 2 training provided to staff.</li> <li>Continue to conduct parent information sessions in relation to school wide wellbeing approaches.</li> <li>Review and refine three way conferences,</li> <li>Review and refine whole school restorative management procedures.</li> <li>Continue to train new staff in Restorative Practices.</li> </ul>	<ul style="list-style-type: none"> <li>Time allocated in meeting schedule.</li> <li>Dates and sessions built into whole school planner.</li> <li>Staff Meeting scheduled to provide information and consider improvements.</li> <li>Staff meeting time, leadership meetings.</li> <li>Professional Learning budget.</li> </ul>	<ul style="list-style-type: none"> <li>Student Wellbeing P.L.T.</li> <li>Student Wellbeing Coordinator, A.P., Prin.</li> <li>A.P., Team leaders.</li> <li>Student Wellbeing team and leader.</li> <li>Student Wellbeing Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Terms 2 and 3.</li> <li>Terms 2 and 3.</li> <li>Early term 2.</li> <li>Terms 2 and 3.</li> <li>Term 1 or as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Component 2 project agreed upon and completed.</li> <li>Parent information sessions related to wellbeing conducted.</li> <li>By term 2 three way conferences are reviewed and refined.</li> <li>Staff forums for reviewing and refining restorative management procedures.</li> <li>New staff trained in Restorative Practices by the end of term 1.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to train staff in Bounce Back.</li> <li>• Continue to timetable and implement Bounce Back weekly at all levels.</li> <li>• Raise the profile of Bounce Back in the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning budget.</li> <li>• Planning documents to provide for Bounce Back weekly.</li> <li>• Whole school focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Wellbeing Coordinator.</li> <li>• Team leaders, Student Wellbeing Coordinator.</li> <li>• Student Wellbeing P.L.T.</li> </ul>	<ul style="list-style-type: none"> <li>• Terms 1 -4.</li> <li>• Terms 1 -3.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff trained in Bounce as training is available.</li> <li>• Bounce Back timetabled and conducted weekly.</li> <li>• Bounce Back displays in the school, talks in assemblies, parents information newsletters and website.</li> </ul>
Productivity	<ul style="list-style-type: none"> <li>• Review the 'E' learning plan.</li> <li>• Review E smart program and link to E Learning plan.</li> <li>• Review and maintain the production of school website.</li> <li>• Continue developing a workforce plan which ensures succession and</li> </ul>	<ul style="list-style-type: none"> <li>• P.L.T. meetings.</li> <li>• P.L.T. meetings.</li> <li>• ICT and staff meetings</li> <li>• Gather information and update as is possible.</li> </ul>	<ul style="list-style-type: none"> <li>• P.L.T. ICT. Whole staff input.</li> <li>• P.L.T. ICT. Whole staff input.</li> <li>• ICT leader, leadership and PLT</li> <li>• Prin.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of term 3.</li> <li>• During term 3.</li> <li>• During terms 1-4</li> <li>• Terms 2 – 4.</li> </ul>	<ul style="list-style-type: none"> <li>• 'E' learning plan reviewed and revised by the end of term 3.</li> <li>• Website to be reviewed during Term 4</li> <li>• Workforce plan developed by term 4.</li> </ul>

	<p>knowledge transfer.</p> <ul style="list-style-type: none"> <li>Continue to plan for and resource professional learning which supports the strategic goals and targets.</li> </ul>	<ul style="list-style-type: none"> <li>Team meetings, staff meetings and P.L.T. meetings review.</li> </ul>	<ul style="list-style-type: none"> <li>Prin. Professional learning – leader.</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1 -3.</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey of professional learning needs completed. Process for applying for professional learning implemented and feedback process in place.</li> </ul>
--	--	---	---	---	--