

Annual Implementation Plan 2014

Wales Street School 3139

Based on Strategic Plan developed for 2014 - 2016



<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Judith M Benney</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Natasha Kinsman</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve individual learning outcomes for all students with a focus on literacy and numeracy through inquiry learning.	<ul style="list-style-type: none"> • Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy. • 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy. • 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy. • Staff (Teaching and learning), Student (Teaching and Learning) and Parent (Stimulating Learning) Opinion Surveys to be at effective school levels 	<ul style="list-style-type: none"> • Teacher practice is focused on student curiosity through a model of inquiry • Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy • 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy • 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy • Staff are effectively using a range of assessments “for” learning. • Students are using self assessment tools and self reflecting on their learning.
Student Engagement and Wellbeing	To improve student relationships and student well-being through a whole school approach to teaching and learning through inquiry	<p>Improve Student Attitudes to School Survey scores for the following measures by 2015:</p> <ul style="list-style-type: none"> ▪ Teacher Effectiveness: 4.60 ▪ Teacher Empathy: 4.60 ▪ Stimulating Learning: 4.20 ▪ School Connectedness: 4.70 ▪ Student Motivation: 4.80 ▪ Learning Confidence: 4.50 <p>Maintain whole school average student absence rate below 13 for the review period</p>	<ul style="list-style-type: none"> • Staff Opinion and Student Attitudes to School Survey to be within the effective range. • Students initiating authentic personal action through the action component of the PYP Units and Inquiry and the WSPS Community Service Program. • Improvement in Student Attitudes to School Survey scores in Teaching & Learning and Student Relationships.
Student Pathways and Transitions	To improve the transition of students through the developmental stages of primary school and into secondary school	Improve parent perceptions of the <i>transitions</i> programs to 6.0 as measured by the Parent Opinion Survey.	<ul style="list-style-type: none"> • Teaching of all Year (A) POI organising themes. • Transition links with Preschool and Secondary school utilized to refine specific celebrations, privileges and rites of passage for students into School Practices. • Continue school practices of student led conferences portfolios, file transfers and the identification and catering of students working outside expected levels. • Improvement in Student Attitudes to School Survey aspects of Student Relationships, Teaching and Learning (School Connectedness) and Student Wellbeing. • Improved parent perceptions of the transitions programs as measured by the Parent Opinion Survey

			<ul style="list-style-type: none">• Staff reflection and commencement of implementing PYP Pre Authorization visit recommendations.• Teaching of all Year (A) organising themes of the PYP Program of Inquiry (POI).• Staff initiating peer coaching and professional learning to improve school approaches to Inquiry learning.
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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
<p>Student Learning</p> <p>Continue to develop the capacity of teachers, with a particular focus on embedding a culture of inquiry learning across the curriculum.</p>	<ul style="list-style-type: none"> Continue to develop a whole school approach to inquiry learning. Continue to develop staff capacity in inquiry learning by providing professional learning opportunities such as peer coaching, external facilitators and resources. 	<ul style="list-style-type: none"> Staff to meet regularly to discuss and plan, Student Engagement & Personal Development, inquiry learning & writing, number Continue teacher professional development to enhance teacher knowledge and improved teaching strategies Staff performance through the e5 model 	<ul style="list-style-type: none"> Leadership Team School Improvement Team Professional Learning Team Leaders Professional Learning Teams All Staff 	<ul style="list-style-type: none"> All teams in term 1 2014 Goals established by the end of Term 1, 2014 and then ongoing implementation 	<ul style="list-style-type: none"> Teacher practice is focussed on student curiosity through a model of inquiry.
<p>Continue to build staff capacity in the teaching of Literacy and Numeracy concepts through inquiry to enhance student achievement.</p>	<ul style="list-style-type: none"> Continue to support teachers with staffing, external provider and targeted professional learning in Numeracy and Writing. Refine the peer support program for staff based on the feedback in the teaching of Writing and Mathematics. Provide ongoing support for staff in the implementation of AusVELS in literacy and numeracy 	<ul style="list-style-type: none"> Provision of staff support to PLTs and professional development Development of instructional model for literacy and numeracy. Introduce support through planning, peer observation and feedback in the teaching of Writing and Mathematics. 	<ul style="list-style-type: none"> Leadership Team School Improvement Team Professional Learning Team Leaders Professional Learning Teams All Staff 	<ul style="list-style-type: none"> Goals established during Term 1, 2014 and then ongoing implementation 	<ul style="list-style-type: none"> Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy

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Continue to develop a whole school approach to ongoing assessment and the use of data to improve teacher practice and student outcomes.	<ul style="list-style-type: none"> • Continue to build staff capacity through PLTs in the use of assessment and data and to foster collaborative planning and collective responsibility for the development of all students. • Using the Literacy Testing Model as a guide, develop a whole school Numeracy assessment model. • Engage students in self-assessment and peer feedback to build personal and collective responsibility for learning. • Continue to refine data collection and strengthen longitudinal tracking of students across the school. 	<ul style="list-style-type: none"> • Provision of staff support to PLTs and professional development . 	<ul style="list-style-type: none"> ▪ Leadership Team ▪ School Improvement Team ▪ Professional Learning Team Leaders ▪ Professional Learning Teams ▪ All Staff 	<ul style="list-style-type: none"> ▪ Goals established during Term 1, 2014 and then ongoing implementation 	<ul style="list-style-type: none"> • Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy • 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy • 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy • Staff are effectively using a range of assessments “for” learning. • Students are using self assessment tools and self reflecting on their learning.

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<p>Student Engagement</p> <p>Continue to improve teacher effectiveness, teacher empathy and stimulating learning through the delivery of a consistent Inquiry learning model.</p>	<ul style="list-style-type: none"> Continue to improve teacher and program effectiveness by exploring whole school inquiry learning approaches to builds student curiosity around their learning. 	<ul style="list-style-type: none"> Provision of staff support to PLTs and professional development . 	<ul style="list-style-type: none"> Leadership Team School Improvement Team Professional Learning Team Leaders Professional Learning Teams All Staff 	<ul style="list-style-type: none"> PYP PD Term 1 and ongoing 	<ul style="list-style-type: none"> Staff Opinion and Student Attitudes to School Survey to be within the effective range.
<p>Build attributes of a PYP Learner and social skills which improve student connectedness and motivation.</p>	<ul style="list-style-type: none"> Continue to focus on the attributes of a learner and embedding the PYP Learner Profile and Attitudes into learning programs. Continue to foster a culture of student social connectedness and responsibility. Continue to build the capacity of staff and students to understand and model the PYP Learner Profile / action components of PYP Units of Inquiry. Continue to implement You Can Do It! and provide opportunities for each student to have an authentic opportunity to initiate personal action to connect to peers, the school and wider community. 	<ul style="list-style-type: none"> Provision of staff support to PLTs and professional development . 	<ul style="list-style-type: none"> Leadership Team School Improvement Team Professional Learning Team Leaders Professional Learning Teams All Staff 	<ul style="list-style-type: none"> Term 1, 2014 and then ongoing 	<ul style="list-style-type: none"> Students initiating authentic personal action through the action component of the PYP Units and Inquiry and the WSPS Community Service Program. Improvement in Student Attitudes to School Survey scores in Teaching & Learning and Student Relationships

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<p>Pathways and Transitions</p> <p>Continue to plan and develop strategies to meet the needs of all students as they transition through their academic and personal development stages of growth.</p>	<ul style="list-style-type: none"> ▪ Teaching Year A (even numbered year) organising themes of the Program of Inquiry. ▪ Continuation of the identification of transition points and stress factors for students and provision of parent Transition Information Sessions, programs and/or activities developed to cater for these. ▪ Continue the development of Transition links with Preschool and Secondary school providers. ▪ Continue to develop specific privileges and celebrations to mark the rites of passage for students into School Practices. ▪ Continue to improve the identification of students working outside expected levels and providing appropriate intervention and extension programs and the school practices of student led conferences, portfolios and file transfers. 	<ul style="list-style-type: none"> • A PYP Coordinator allocated time and budget . • Utilization of a whole school mandated approach to the teaching of Inquiry learning (PYP) through PLTs . • PLTs Teams, PYP coordinator and school Leadership provide Transition information sessions. • Through Darebin Schools Network refine transition strategies and processes for Pre Preps and Year 6 students. 	<ul style="list-style-type: none"> ▪ PYP Coordinator ▪ School Improvement Team ▪ Professional Learning Team Leaders ▪ Professional Learning Teams ▪ All Staff 	<ul style="list-style-type: none"> ▪ Term 1 2014 and then ongoing 	<ul style="list-style-type: none"> • Teaching of all Year (A) POI organising themes. • Transition links with Preschool and Secondary school utilized to refine specific celebrations, privileges and rites of passage for students into School Practices. • Continue school practices of student led conferences portfolios, file transfers and the identification and catering of students working outside expected levels. • Improvement in Student Attitudes to School Survey aspects of Student Relationships, Teaching and Learning (School Connectedness) and Student Wellbeing. • Improved parent perceptions of the transitions programs as measured by the Parent Opinion Survey
<p>Continue to improve a whole school approach to Inquiry learning and the implementation of the PYP.</p>	<ul style="list-style-type: none"> ▪ Arrange a PYP Pre-Authorization visit for semester 2 2014. ▪ Continue to develop staff capacity through professional learning and peer coaching as well as providing opportunities for staff to attend workshops that are related to PYP. ▪ Implement the school developed Year (A) POI. ▪ Continue to use Peer coaching and resources available from the AIZ, IBO and external facilitators to build staff capacity. ▪ 	<ul style="list-style-type: none"> • Provision of staff support to PLTs and professional development . 	<ul style="list-style-type: none"> ▪ Leadership Team ▪ School Improvement Team ▪ Professional Learning Team Leaders ▪ Professional Learning Teams ▪ All Staff 	<ul style="list-style-type: none"> ▪ Term 1 2014 and then ongoing 	<ul style="list-style-type: none"> • Staff reflection and commencement of implementing PYP Pre Authorization visit recommendations. • Teaching of all Year (A) organising themes of the PYP Program of Inquiry (POI). • Staff initiating peer coaching and professional learning to improve school approaches to Inquiry learning. •