

Annual Implementation Plan 2013 Carnegie Primary School 2897

Based on Strategic Plan developed for 2010 till 2013

<p>Endorsement by School Principal</p>	<p>Signed (Principal's signature)</p> <p>Name – Linda Jones</p> <p>Date -</p>
<p>Endorsement by School Council</p>	<p>Signed (School Council President's signature)</p> <p>Name – Susan Harper</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 learning outcomes for students in Years 3 to 6, ensuring individual needs, abilities and talents are fostered and developed	<ul style="list-style-type: none"> At least 35% of all students deemed capable to be rated A or B in VELs teacher judgements in both English and Maths Percentage of students in years 3 & 5 achieving at or above expected level in the National Assessment of both literacy and numeracy to be 95% or greater Teacher assessed VELs data to more closely align with online assessments and Naplan results in both English and Maths Student responses in the Teaching and Learning variables of the Attitudes to School Survey to be at or above 4.50 	<p>At least 50% of students in Year 5 achieving at or above Band 7 according to Naplan data</p> <p>Matched cohort improvement from Year 3 to 5 is equal or above matched school (like school) in all areas</p> <p>Teacher assessed VELs data to closely align with online literacy & numeracy assessments and Naplan results in both Literacy & Numeracy</p> <p>Student responses in Teaching Effectiveness and Student Motivation increase to at or above State Mean in the Teaching and Learning variables of the Attitude to School Survey</p>
Student Engagement and Wellbeing	To further develop students' personal and social learning	<ul style="list-style-type: none"> Student responses in Wellbeing variables of the Attitudes to School Survey to be at or above 6.00 Parent responses in the Student Engagement section of the Parent Opinion Survey to be 6.00 or above 	<p>Student responses in Student Morale increase from 5.73 to 6 in the Wellbeing variables of the Attitude to School Survey</p> <p>For responses to the Wellbeing variables of the Attitude to School Survey to be within the third quartile.</p> <p>Parent response in Student Engagement section of the Parent Opinion Survey to all be 6.2 or above.</p>
Student Pathways and Transitions	To equip students with the skills, knowledge and understandings for successful transition entering into school, within primary school and in moving on to secondary school	<ul style="list-style-type: none"> Parent satisfaction with the transition programs and school connectedness as reported in the Parent Opinion Survey to be 6.00 or above Student responses in the Learning Confidence and Connectedness to Peers variables of the Attitudes to School Survey to be at or above 4.50 	<p>Student responses in the Learning Confidence and Connectedness to Peers variable of the Attitudes to School Survey to be into the 3rd quartile when compared to all Victorian schools</p> <p>Parent response to Transitions variable to be remain in the 4th quartile when compared to all Victorian schools</p>

Implementation – 2013 Annual Implementation Plan

Key Improvement Strategies and Significant Projects	<i>What</i> the activities and programs required to progress the key improvement strategies	<i>How</i> the budget, equipment, IT, learning time, learning space	<i>Who</i> the individuals or teams responsible for implementation	<i>When</i> the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<p>STUDENT LEARNING</p> <p>To further develop differentiated curriculum and effective teaching practice based on challenging and appropriate learning outcomes for all students</p> <p>To develop a whole school approach to the teaching of mathematics and improve teaching practices through ongoing and supportive professional development</p> <p>To develop common pedagogical understandings using the E5 Instructional Model which underpins Inquiry Learning</p>	<p>Measurable team student learning goals developed as part of staff Performance & Development with the use of peer observation, shadowing and mentoring to further support teacher professional development and expertise.</p> <p>Continue to find opportunities for shadowing, peer coaching and the development of collegiate partnerships focusing on differentiated learning, teaching at student point of need and collaborative learning approaches</p> <p>Professional development focusing on building individual and team capacity to differentiate the teaching and learning leading to improved learning outcomes for students</p> <p>Review Inquiry Throughlines in line with necessary changes to reflect AusVELS. Commence development of a two year cycle</p> <p>Trial revised CPS Assessment schedule. Ongoing scrutiny of assessment data by staff. Use of Student Performance Analyser software as a whole school tracking tool.</p> <p>Continued implementation of Words Their Way word study approach</p>	<p>Teacher Plans aligning with AIP. Program budget allocation for P&D chats twice yearly</p> <p>Further embed collaborative learning practices and mentoring within the school & the sharing of practice. Ongoing scheduled PD within teams and as a whole school</p> <p>Budget support and time allocation at curriculum, area & staff meetings. Coaching opportunities internally and with Lyn Watts</p> <p>Budget support and time allocation at meetings. Reflection time with Jeni Wilson.</p> <p>CRT release for coordinators and relevant staff teams for planning</p> <p>Time allocation at staff and team meetings. PD as needed</p>	<p>Principal, Assistant Principal and staff</p> <p>Leadership Team, CPS Teaching and Learning coaches & Team Leaders as appropriate and all teachers</p> <p>Leadership Team & Team Leaders as appropriate and all teachers</p> <p>Leadership Team, Inquiry Team and all teachers</p> <p>Literacy & Numeracy team, Coordinators and all teachers</p> <p>Cheryl Laing, Literacy team and all classroom teachers</p>	<p>Plans developed term 1. Ongoing focus within teams. Teacher chats terms 2 and 4 with Principal.</p> <p>Ongoing throughout 2013</p> <p>Review each term throughout 2013.</p> <p>Ongoing through 2013</p> <p>Ongoing through 2013</p> <p>Ongoing through 2013</p>	<p>Robust and purposeful performance development culture elements in use throughout the school leading to high staff satisfaction in Staff Opinion Survey</p> <p>Ongoing collaborative planning and moderation between teams leading to more focused teaching based on purposeful formative and summative assessments of students</p> <p>Appraisal & Recognition and Employee Development variables of Staff Opinion Survey to improve to a score of 85.0 or above</p> <p>Commence development of a two year cycle for Inquiry Learning</p> <p>Collaborative planning and moderation between teams leading purposeful formative and summative assessments of students</p> <p>Student improvement in spelling and increased staff confidence in delivery of program</p>

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<p>ENGAGEMENT & WELLBEING</p> <p>To create and implement a comprehensive whole school approach to student wellbeing, strengthening the school/child/family/community education partnership</p> <p>To adopt innovative use of ICT to enhance student learning</p>	<p>Develop staff knowledge to effectively implement AusVELS General Capabilities</p> <p>Continue to strengthen the home/school education partnership including forums, surveys, email, eNewsletter, area newsletters, parent information sessions , student led conferences etc</p> <p>Further extend student voice activities eg student led lunchtime activities, raising profile of house system and reviewing of student leadership opportunities</p> <p>Whole school approach to positive social skills and resilience skills in the classroom and the playground</p>	<p>Time allocation</p> <p>Time allocation</p> <p>Budget allocation and appropriate timetabling</p> <p>Appointment of a Wellbeing coordinator Support for partnership with “Kids Hope” program and appropriate allied health professionals</p>	<p>Area coordinators & teachers</p> <p>All staff</p> <p>Junior School Council, PE/Sport teacher and all staff</p> <p>Wellbeing coordinator, Leadership Team, Area coordinators & teachers</p>	<p>Ongoing throughout 2013</p> <p>Ongoing throughout 2013</p> <p>Ongoing throughout 2013</p> <p>Ongoing throughout 2013</p>	<p>Improvement in all variables of the Attitude to School survey</p> <p>All students Year 3 to 6 are surveyed re their attitudes to school</p> <p>At least one opportunity is provided for families to visit classrooms and/or programs each term</p> <p>Staff report improved satisfaction with student information documentation eg portfolios</p>
<p>TRANSITIONS & PATHWAYS</p> <p>To enhance intra and inter school transfers and transition practices in partnership with parents and other school providers Kinder to Year 7</p>	<p>Continue transition and orientation program for all students new to the school.</p> <p>Implement revised Term 1 ‘Start Up’ program focusing on team values and priorities to better support collaborative teaching in our new flexible learning spaces</p> <p>At the network level, support the SaGE Pathways and Transitions committee to ensure effective practices and protocols focusing on improved outcomes</p> <p>Build partnerships with network secondary colleges particularly Glen Eira and investigate opportunities to extend student learning.</p>	<p>Program budget allocation for staff and resources</p> <p>Time allocation</p> <p>CRT release for coordinators and relevant staff to participate</p> <p>Program budget allocation for staff and resources</p>	<p>Prep Transition Coordinator, Marketing Team, Area leaders</p> <p>Classroom teachers</p> <p>Principal, Prep & Year 5/6 coordinators and teachers as appropriate</p> <p>Leadership Team, Coordinators & teachers</p>	<p>Ongoing throughout 2013, Prep Orientation commencing in April</p> <p>Term 1, 2013</p> <p>Ongoing throughout 2013</p> <p>Ongoing throughout 2013</p>	<p>Clearly defined processes for student orientation and transition at each level being put into practice</p> <p>Parents continue to feel welcomed and comfortable to enter the school and classrooms</p> <p>Parents attending parent forums, information sessions and special events</p> <p>Transitions variable of Parent Opinion Survey to remain above Sate mean.</p> <p>Commitment to Alana and Madeline ‘Better Buddies’</p>