

Annual Implementation Plan 2014

Carnegie Primary School

2897

Broadly based on Strategic Plan developed for 2010 till 2013 – Review and New Strategic Plan to be developed in 2014

Endorsement by School Principal	Signed (Principal's signature) Name – Linda Jones Date -
Endorsement by School Council	Signed (School Council President's signature) Name – Susan Harper Date -
Endorsement by SARPP or nominee	Signed (SAARP or nominee's signature) Name – David Green Date

Strategic Intent from 2010 till 2013 Strategic Plan

	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>Improvement in Year 3 & 5 in Spelling results</p> <p>Matched cohort from Year 3 to 5 is equal or above matched school (like school) in all areas</p> <p>Teacher assessed AusVELs 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 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 to be at or above State Mean in the Wellbeing variables of the Attitude to School Survey</p> <p>Parent response in Student Engagement section of the Parent Opinion Survey to remain at or above State Mean in all variables.</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 to be at or above State Mean in the Teaching and Learning variables of the Attitudes to School</p> <p>Parent response to Transitions section of the Parent Opinion Survey to remain at or above State Mean.</p>

Implementation – 2014 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 and individual 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 enhance 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>Implement 2014 Work Plan outlining term curriculum expectations for all year levels.</p> <p>Follow CPS Assesemnt schedule. Ongoing scrutiny of assessment data by staff. Use of Student Performance Analyser software as a whole school tracking tool.</p> <p>Review Words Their Way program and develop a whole school word study approach incorporating Words Their Way</p>	<p>Teacher P&D Plans aligning with AIP and new DEECD framework. Program budget allocation for P&D process</p> <p>Further embed collaborative learning practices and mentoring within the school & the sharing of practice. Strategically planned PD for individuals, within teams and as a whole school</p> <p>Budget and time allocation at curriculum, area & staff meetings. Purposeful coaching opportunities internally and with Lyn Watts</p> <p>Budget support and time allocation at meetings.</p> <p>CRT release for coordinators and relevant staff teams for assessment and 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>Team Leaders and all teachers</p> <p>Literacy & Numeracy team, Coordinators, Team Leaders and all teachers</p> <p>Cheryl Laing, Literacy team and all classroom teachers</p>	<p>2014 process developed term1. Ongoing focus within teams and across school. Formal chats terms 2 and 4 with Principal and AP.</p> <p>Ongoing throughout 2014</p> <p>Review each term throughout 2014</p> <p>Ongoing through 2014</p> <p>Ongoing through 2014</p> <p>Ongoing through 2014</p>	<p>Robust and purposeful performance development culture elements in use throughout the school leading to high staff satisfaction and student wellbeing.</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>Commence trialling use of whole school curriculum work plan.</p> <p>Student improvement in spelling and increased staff confidence in delivery of program</p>

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<p align="center">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>Further develop staff knowledge to effectively implement AusVELS General Capabilities</p> <p>Continue to strengthen the home/school education partnership including Esmart program, forums, surveys, email, eNewsletter, area newsletters, parent information sessions, student led conferences etc</p> <p>Further extend student feedback and student voice activities eg surveys, student led lunchtime activities, raising profile of house system and reviewing of student leadership opportunities</p> <p>Whole school approach to resilience and positive social skills in the classroom and the playground</p> <p>Implement 2014 Work Plan outlining term expectations for all year levels in area of Wellbeing</p> <p>Development of a Wellbeing committee with representation across the school.</p>	<p>Time allocation</p> <p>Time allocation</p> <p>Budget allocation and appropriate timetabling</p> <p>Overseen by Wellbeing Leader and committee. Time and budget allocation,</p> <p>Overseen by Wellbeing Leader and committee. Time and budget allocation,</p> <p>Development of committee, time and budget allocation</p>	<p>Wellbeing Leader, Area coordinators & teachers</p> <p>All staff</p> <p>Wellbeing Team, Junior School Council, PE/Sport teacher and all staff</p> <p>Wellbeing Leader, Team Leaders & teachers</p> <p>Wellbeing Leader and committee, all teachers</p>	<p>Ongoing throughout 2014</p> <p>Ongoing throughout 2014</p> <p>Ongoing throughout 2014</p> <p>Ongoing throughout 2014</p> <p>Ongoing throughout 2014</p>	<p>All Wellbeing variables of the Attitude to School survey to be at or above State Mean</p> <p>All students Year 3 to 6 surveyed re their attitudes to school in term 3, 2014</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>Wellbeing element of Work Plan to remain a focus of weekly and termly planning and curriculum delivery.</p>
<p align="center">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 P protocols to ensure effective practices focusing on improved outcomes Overseen by Wellbeing Leader and committee. Time and budget allocation.</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>All teachers</p> <p>Principal, Prep & Year 5/6 coordinators and teachers as appropriate</p> <p>Leadership Team, Coordinators & teachers</p>	<p>Ongoing throughout 2014, Prep Orientation commencing in May</p> <p>Term 1, 2014</p> <p>Ongoing throughout 2014</p> <p>Ongoing throughout 2014</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 State mean.</p> <p>Commitment to Alana and Madeline 'Better Buddies'</p>

