



School Annual Implementation Plan for 0744 Lockwood Primary School 2015

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed..... Name: Sally Rule Date.....
Endorsement by School Council	Signed..... Name: Karen Shankland Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Implementation Plan

Achievement

Goals: (from Strategic Plan)

To increase school-wide student achievement in all domains.

Targets :

To reduce the % of students achieving low growth and increase the percentage of students achieving medium and high growth by 20% over four years.

To improve NAPLAN Writing Scores by 20% by 2018

To achieve, by 2018, a 20% improvement from 2014 results in:

Staff survey: academic emphasis, collective focus on student learning, guaranteed and viable curriculum, collective responsibility

Parent Opinion survey: Stimulating learning, Learning focus

Student Attitudes to School Survey: student motivation, stimulating learning, teacher empathy, learning confidence

By 2018, achieve a 50% increase in the % of As and Bs in teacher-assessed AusVELS results school-wide from the 2014 average, in the following domains:

- speaking and listening
- science

To ensure, by 2018, that every student is achieving at least one year's growth in AusVELS* standards or ABLES Targets, every twelve months.

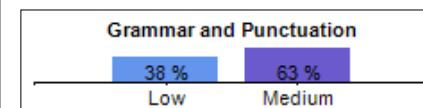
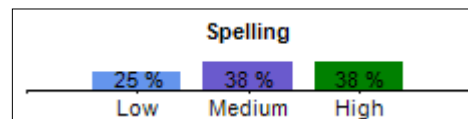
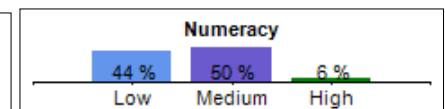
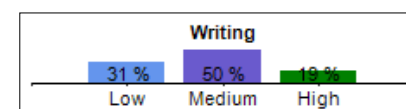
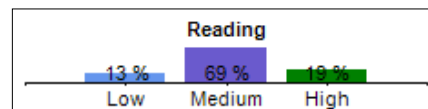
One year targets :

5% improvement from 2014 results in:

- **Staff survey:** guaranteed and viable curriculum, academic emphasis, collective focus on student learning and collective responsibility
- **Parent Opinion survey:** Stimulating learning, learning focus
- **Student Attitudes to School Survey:** student motivation, stimulating learning, teacher empathy, learning confidence

NAPLAN Writing results improve by 5% from 2014

The % of students achieving low growth from Grade 3-5 reduces by 5% from 2014 and the percentage of students achieving medium and high growth increases by 5% from 2014 figure. See below:



What (the actions/ steps to progress the key improvement strategies in this year)	How (the way the school will undertake the actions, i.e. the process, consultation)	Who (the individuals or teams who will lead this work)	When the date, week, month or term for completion	Success criteria (the changes in practice or behaviours and date to be completed by i.e. how and when will we know?)
Key Improvement Strategy 1: Integrate the entire AusVELS-aligned curriculum school-wide as part of thematic inquiry, including specialist subjects and activities, where possible, so that every task and event has relevance and deepens understanding of the thematic inquiry.	Introduce a consultancy model to support team-based planning.	Principal Consult. Committee Lee Charlton	From start of 2015	Full time consultancy provided throughout Semester One, 2015.
	Enable long-term and short-term team-based integrated inquiry planning.	Unit Teams supported by Lee Charlton	Commence Term 2 planning: 23-27 March 2015	Term 2-4 planning is based around a core inquiry question, core content vocabulary and relevant text type/s.
		Unit Teams supported by Lee Charlton	From start of 2015	<i>Speaking & Listening</i> focus is evident in each team's term-based integrated inquiry planner.
		Unit teams and specialist teachers. Principal to provide time to plan w. specialists	From start of 2015	Specialist subjects are clearly integrated with each team's term-based integrated inquiry planner.
		Prin./Consult. C'tee	From start of 2015	Facilitate 4 x end of term planning days.
		Prin./Consult. C'tee	From start of 2015	2015 Timetable incorporates weekly team-based planning time.

What	How	Who	When	Success criteria
Key Improvement Strategy 2: To apply a range of rigorous teaching, learning and assessment processes when determining AusVELS achievement across all domains and dimensions,	To capture data to determine stakeholder perceptions of academic provision.	Principal Strategic planning teams	As per DET schedule	Implement normal data collection and analysis processes
	Review the Literacy and Numeracy Scope and Sequence	Lee Charlton Unit Teams	To commence Semester 2	<i>Speaking & Listening</i> and <i>Number</i> scope and sequences reviewed and shared by all teams. Ensure the revised <i>Speaking & Listening</i> and <i>Number</i> assessment schedules are available on Staffshare for end-of-year reporting.

including the targeted areas of <i>Speaking & Listening, Writing and Science</i> .	with a focus on <i>Speaking & Listening</i> and <i>Number</i> and Formalise the assessment of <i>Speaking & Listening</i> .			
	To increase opportunities to build oral literacy skills and assess speaking and listening.	Unit Teams	From start of school year	<i>Speaking & Listening</i> focus is apparent in each team's term-based integrated inquiry planner.
	Introduce a common approach for the Explicit Teaching of Writing, Spelling and Grammar, school wide that complements the integrated curriculum approach and incorporates explicit instruction in inquiry-aligned text-types.	Principal Teaching Staff BRSN teachers	May 22 – PD Day May 27 - Moderation	Familiarise staff with the Explicit Teaching of Writing, Spelling, and Grammar framework. Whole school Professional Development - May 22 nd . Utilise consultancy support and Professional Learning time to embed the framework. Participate in BRSN network writing moderation each semester.
	To redesign Specialist Program provision to ensure it reflects our core purpose.	Principal Consult. C'tee	From start of 2015	Specialist subjects are clearly integrated with each team's term-based integrated inquiry planner. 2015 Specialist Timetable includes Creative Arts, Junior PE and Science. Library coordinator provided 1 hour time release. Library borrowing incorporated in timetable and facilitated by classroom teacher and ES staff member.
	To introduce Science as a specialist subject, integrated with the classroom learning program.	Principal Consult. C'tee	From start of 2015 Advertise for start of Term 2	Advertise and employ a Science Specialist. Provide all classes with at least one hour of specialist Science instruction and Grade 5/6 classes with 2 hours of science.

What	How	Who	When	Success criteria
<p>Key Improvement Strategy 3: To utilise data-informed planning, team teaching, flexible grouping and classroom support mechanisms to ensure student learning needs are being addressed and monitor that all students are working in their zone of proximal development.</p>	<p>Introduce a consultancy model to:</p> <ul style="list-style-type: none"> ▪ support flexible grouping processes, ▪ facilitate groups within the classroom ▪ assist teams with short-term planning and data analysis. 			<p>Full time consultancy provided throughout Semester One, 2015.</p>
	<p>Investigate the Fountas and Pinnell analytical assessment tool.</p>			<p>Review F&P tool with Pearson staff to determine suitability, purchase as appropriate. Familiarise Gr.5/6 staff with Fountas and Pinnell Continuum of Literacy Learning and the assessment reading tool to provide guidance in day to day teaching.</p>
	<p>Provide structured time for data analysis and data informed planning for flexible grouping.</p>			<p>At least one hour per week is spent undertaking data-informed planning, in teams. Commence flexible groupings:</p> <ul style="list-style-type: none"> ○ Grade 5/6: Reading, Spelling and Maths - Term 1 ○ Grade 3/4: Number and Reading ○ P-2: Reading Term 2 Number Term 3 <p>2015 Meeting Schedule includes weekly team-based meetings for data informed planning, in order to determine flexible groups in Numeracy and Literacy. Utilise SENTRAL to record student achievement of progression points.</p>
	<p>Utilise SENTRAL tracking tool to monitor achievement and create semester reports.</p>			<ul style="list-style-type: none"> ▪ Purchase SENTRAL tracking tool and undertake staff training. ▪ Utilise SENTRAL during data-informed planning sessions and for reporting.

Engagement

Goals: (from Strategic Plan)	To increase student engagement in the learning program. To improve transitions to, in and from school.	Targets:	To improve 2014 outcomes in the Student Attitudes to School Survey components listed, to be at state average in all areas and above in 2 areas, by 2018: <ul style="list-style-type: none"> stimulating learning, learner confidence student motivation school connectedness To achieve a 50% increase in the % of As and Bs allocated via AusVELS teacher judgements from the 2014 average, in speaking and listening, by 2018. To achieve a 20% improvement in the Parent survey components <i>approachability, reporting and learning focus</i> , by 2018.
		One year targets:	To achieve a 20% improvement in the <i>Transition</i> component on the Parent Opinion and Student Attitudes to School Surveys, by 2018. In 2015 to show 5% improvement from 2014 outcomes in the Student Attitudes to School Survey <i>components: stimulating learning, student motivation, school connectedness, learner confidence and connectedness to peers</i> . To achieve a 5% improvement in the <i>Transition</i> component on the Parent Opinion and Student Attitudes to School Surveys. To achieve a 5% improvement in the Parent survey components <i>approachability, reporting and learning focus</i> .

What (the actions/ steps to progress the key improvement strategies in this year)	How (the way the school will undertake the actions, i.e. the process, consultation)	Who (the individuals or teams who will lead this work)	When the date, week, month or term for completion	Success criteria (the changes in practice or behaviours and date to be completed by i.e. how and when will we know?)
Implement evidence-driven practices that are proven to increase student engagement levels and monitor their impact	To implement: <ul style="list-style-type: none"> Learning intentions Success criteria Thematic units with all activities linked 			
To implement a school-wide strategy to promote	Oral language and content vocab. used as an entry			<ul style="list-style-type: none"> In 2015 to show 5% improvement from 2014 outcomes in <i>learner confidence and connectedness to peers</i> in the

<p>oral language as a key engagement tool.</p>	<p>point into new themes/inquiries.</p> <p>Implement <i>everyone speaks/all engaged</i> strategies (Kagan structures)</p> <p>Content vocabulary is developed for each thematic/inquiry unit</p> <p>Increased validation of non-written responses as indicators of understanding.</p>			<p>Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • Teams trial at least two everyone speaks/all engaged strategies (Kagan structures) • Content vocabulary list is shared with parents, for each unit.
<p>To engage parents in their child’s learning journey, as a strategy to enhance student engagement</p>	<p>Activate Sentral parent portal</p> <p>Increase level of Email contact</p> <p>Promote Flipped Learning</p>			<ul style="list-style-type: none"> • Undertake implementation and parent training (as needed) for portal • 25% of parent teacher communication through Sentral parent portal as well as maintaining email contact in the first year • Content vocabulary list is shared with parents, for each unit. • Teams incorporate one “flipped learning” experience per semester.
<p>To develop tools to measure a wider spectrum of engagement across the school.</p>	<p><i>Attitudes to School Survey</i> administration gradually phased in throughout the school in a four year cycle</p> <p>Implement the use of:</p> <ul style="list-style-type: none"> • POLT surveys • Peer observations 			<ul style="list-style-type: none"> • School-wide attitudes to school survey administration phased in: 1st year (2015): 3-6 • Introduce PoLT Surveys in Semester Two. Teams identify an area of focus. • Implement one peer observation and feedback cycle, linked to P&D plans.
<p>To implement programs and strategies based on fostering a sense of familiarity, as a key tool to support smooth transitions.</p>	<ul style="list-style-type: none"> • Introduce <i>Better Buddies</i> program and increase level of structured communication with buddies. <p>Utilise Crusoe College facilities with Grades 3-6 to increase familiarity.</p>			<ul style="list-style-type: none"> • Buddies initiatives: <ul style="list-style-type: none"> ○ Enrol in Better Buddies program ○ Buddies to write letters pre-orientation day and over Summer holiday. ○ Buddies greet preps in morning and have lunch together, for 1st month ○ Buddies partner preps to Friday assemblies ○ Organise at least one buddies function for parent attendance

	<p>Crusoe College transition program for Grade 6.</p> <p>Source other possibilities for transition support</p> <p>Source parent feedback at the end of the year relating to the transition process</p> <p>Support end-of-year handover</p>			<ul style="list-style-type: none"> • Grade 5/6 utilise Crusoe College Science facilities at least once per term. • Administer transition surveys to parents throughout junior, middle and upper school to gain a better understanding of parent expectations and their perception of student experiences of the school, in each year level. • Use Sentral as the main information storing system for student information to aid transition. • Implement Psychologist transition support program <p>Provide scheduled time for teacher handover at end of year</p>
--	--	--	--	---

Wellbeing

<p>Goals: (from Strategic Plan)</p>	<p>To create a calm, safe, friendly, caring and inclusive environment that embodies the school motto of Learning, Caring, Laughing, Sharing.</p> <p>To ensure all members of the school community have a voice and have opportunities for input, observation, feedback and communication.</p>	<p>Targets:</p>	<p>To achieve, by 2018, a 20% improvement from 2014 results in:</p> <p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • <i>Student Safety</i> (4.43). • <i>Student Morale</i> (5.64) <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> • <i>Student Safety</i> (5.17) • <i>Classroom Behaviour</i> (3.97) • <i>Behaviour Management</i> (5.56) <p>To achieve eSMART accreditation by December 2016.</p> <p>To improve staff survey results in the <i>Parent and Community Involvement</i> component by 20% over four years, from a mean of 576.</p> <p>To improve Parent Opinion Survey results in the <i>Parent Input</i> component by 20% over four years, from a mean of 5.85.</p>
	<p>One year targets:</p>	<p>To achieve, by 2015, a 5% improvement from 2014 results in:</p> <p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • <i>Student Safety</i> (4.43). • <i>Student Morale</i> (5.64) <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> • <i>Student Safety</i> (5.17) • <i>Classroom Behaviour</i> (3.97) • <i>Behaviour Management</i> (5.56) <p>Achieve ESMART Accreditation</p> <p>Improve staff survey results in the <i>Parent and Community Involvement</i> component by 5%, from a 2014 mean of 576.</p> <p>Improve Parent Opinion Survey results in the <i>Parent Input</i> component by 5% from a 2014 mean of 5.85.</p>	

What (the actions/ steps to progress the key improvement strategies in this year)	How (the way the school will undertake the actions, i.e. the process, consultation)	Who (the individuals or teams who will lead this work)	When the date, week, month or term for completion	Success criteria (the changes in practice or behaviours and date to be completed by i.e. how and when will we know?)
To implement a range of strategies that ensure students feel physically, emotionally and academically safe in all aspects of their education at Lockwood PS.				
To proactively address the issue of bullying including cyber bullying to create a zero-bullying school				
To implement structures and strategies which promote enhanced communication with and between all stakeholders.				

