

# Annual Implementation Plan 2014

## Lake Boga Primary School

### 3278

Based on Strategic Plan developed for 2012-15

<p>Endorsement by School Principal</p>	<p>Signed..... ( Principal's signature)</p> <p>Name: Janine Barnes</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Nicole Parsons</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed .....</p> <p>(Regional Director or nominee's signature)</p> <p>Name:</p> <p>Date:</p>



## Strategic Intent

	Goals	Targets	One Year Targets
<p><b>Student Learning</b></p>	<p>To significantly improve literacy and numeracy achievement Prep-6</p> <p>To enhance all students VELS interdisciplinary strand learning outcomes</p>	<p>End Year 2015 NAPLAN English and Mathematics (all dimensions):</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>80% above Band 3</li> <li>30% above Band 4</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>80% above Band 5</li> <li>30% above Band 6</li> </ul> <p>Each year 2012-2015 students to progress by at least 0.5 VELS as indicated by On Demand testing</p> <p>End Year 2015 On Demand reading, writing, number 80% to attain expected AusVELS level</p> <p>By end of year 2015 English EOI all dimensions Prep-Yr2 80% to be at or above G3 – if EOI data sets available</p>	<p>End Year 2013 NAPLAN English and Mathematics reading and number: Year 3 <b>RED: 2013 figures</b> <b>BLUE 2014</b></p> <ul style="list-style-type: none"> <li>75% above Band 3</li> <li>25% above Band 4</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>75% above Band 5</li> <li>25% above Band 6</li> </ul> <p>In 2014 students to progress by at least 1 AusVELS level as indicated by On Demand testing and teacher judgement</p> <p>End Year 2014 On Demand reading, writing, number 70% Yr 3-6 students to attain expected AusVELS level</p> <p>By end of year 2014 English EOI all dimensions Prep-Yr2 60% to be at or above G3 – if EOI data sets available</p>
<p><b>Student Engagement and Wellbeing</b></p>	<p>To have a high level of student wellbeing whereby students are socially competent, motivated and engaged with a strong sense of connectedness to their peers, the school and their teachers and community</p> <p>To enhance Physical, Personal and Social learning outcomes for all students and develop learning responsibility, leadership and sense of community</p>	<p>By 2015 Student Attitude to School survey data to be at or above:</p> <ul style="list-style-type: none"> <li>Student Safety 4.50</li> <li>Stimulating Learning 4.50</li> <li>School Connectedness 4.50</li> </ul> <p>Parent Opinion Survey data to be at or above:</p> <ul style="list-style-type: none"> <li>Stimulating Learning 5.80</li> </ul> <p>Attendance absence rates to be at or below:</p> <ul style="list-style-type: none"> <li>12 days</li> </ul> <p>By 2015 Attitudes to School Survey data to be at or above:</p> <ul style="list-style-type: none"> <li>Classroom Behaviour 3.5</li> </ul>	<p>By 2014 Student Attitude to School survey data to be at or above:</p> <ul style="list-style-type: none"> <li>Student Safety 3.75 achieved 4.57 4.50</li> <li>Stimulating Learning 4.60 achieved 3.76 4.25</li> <li>School Connectedness 4.74 achieved 4.38 4.50</li> </ul> <p>Parent Opinion Survey data to be at or above:</p> <ul style="list-style-type: none"> <li>Stimulating Learning 5.75 achieved 5.33 5.50</li> <li>Student safety 5.00 achieved 4.67 5.50</li> </ul> <p>Attendance absence rates to be at or below:</p> <ul style="list-style-type: none"> <li>10 days per student in 2013 it was 12 per student</li> </ul> <p>By 2014 Attitudes to School Survey data to be at or above:</p> <ul style="list-style-type: none"> <li>Classroom Behaviour 3.40 achieved 2.30 3.0</li> </ul>
<p><b>Student Pathways and Transitions</b></p>	<p>To support the transition of students at key points in their schooling particularly to Prep, within the school and into Secondary schooling</p>	<p>By 2015 Parent Opinion Survey data to be at or above:</p> <ul style="list-style-type: none"> <li>Transition scale to 6.0 or above</li> <li>General Satisfaction 6.2 or above</li> </ul>	<p>By 2014 Parent Opinion Survey data to be at or above:</p> <ul style="list-style-type: none"> <li>Transition scale to 6.0 or above achieved 5.47 6.0</li> <li>General Satisfaction 6.0 or above 5.75 achieved 5.32 5.50</li> <li></li> </ul>

## Implementation

Key Improvement Strategies	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
Build teacher capacity to consistently provide explicit and differentiated instruction	<p>*Professional learning targeting instructional practice in writing, spelling and maths</p> <p>*Embed best practice, professional dialogue and feedback for staff</p>	<p>*Michael Ymer Maths PD, Small schools Maths and Literacy PLT's and coordinator meetings and Small schools planning meetings, external PD</p> <p>*Strategically plan professional learning and individual staff needs identified in PD plans</p> <p>*Schedule weekly coaching after school and peer coaching-principal to cover classes</p> <p><b>*Rigorous performance reviews as per DEECD with written and verbal feedback</b></p> <p>*Maths coaching- principal to provide release time to Maths Coordinator</p> <p>*Visit other schools with a focus linked to PD plan</p> <p>*Pre &amp; post testing, data analysed and ILP's developed</p> <p>*Learning walks at least once per semester</p> <p>*Watching principal teach, SHPS coaches visit LBPS</p>	<p>*Teaching staff</p> <p>*Teaching staff</p> <p>*Principal, teaching staff</p> <p>Maths Coordinator</p> <p>*Teaching staff</p>	<p>*Weekly –ongoing</p> <p>*term 1 &amp; each term</p> <p>*Weekly</p> <p>*Each Term</p> <p>*Weekly</p>	<p>*school curriculum documents and unit plans evident online in staff shared- 5wk units 2 per term for each domain</p> <p>*staff performance and development logs record professional learning attended</p> <p>* Coaching &amp; peer coaching documents showing coaching cycle- planning, action, reflection</p> <p>* SPA (Student Performance Analyser) with uploaded data P-6</p>
Refine and strategically align school processes to support improved student learning	<p><b>*Align school curriculum documents with Aus VELS</b></p> <p>*Implement Gradual release instructional model to develop <b>consistency of teaching practice</b></p>	<p>*further develop school curriculum documents</p> <p>*Provide team planning time, staff meetings professional learning focussed</p> <p>*Assessment schedule- analyse data and use to inform planning, instruction and ILP's</p> <p><b>*Literacy and Numeracy Plans and school policies to guide consistency of teaching practice</b></p>	<p>*Principal and staff</p> <p>*Principal, 2 expert teachers</p> <p>*all staff</p> <p>*School council, Principal, staff</p>	<p>*beginning of the year, and weekly</p> <p>*Weekly</p> <p>*Daily</p> <p>*Monthly</p> <p>*Semester 1</p>	<p>*Roles and responsibilities documents</p> <p>*Completion of Performance and development cycle</p> <p>*Completed Literacy, Numeracy, communication plans and policy documents</p>
Develop teacher capacity to effectively use digital technologies	<p>*Embed Online student learning and reporting</p>	<p>*ICT coordinator role with clear responsibilities and regular meetings with Principal</p> <p>*ICT coordinator leading e-learning plan, e-smart team(including parents), liaising with other Gen Ed schools and providing professional learning and timelines for staff and school community</p> <p>*Push notification app for parents for Gen Ed</p> <p>*Investigate and budget for interactive whiteboard resources</p> <p>*Build staff capacity to embed ICT in teaching practice</p> <p>*ipad use embedded in planning and lessons as a tool to engage educationally</p>	<p>*Principal, ICT coordinator, staff, parents, school council.</p> <p>*Network IT technicians</p> <p>*ICT coordinator, fundraising team</p>	<p>*ongoing</p>	<p>*completed and reviewed e-learning plan</p> <p>*e-smart meetings</p> <p>*Gen Ed Semester reports accessed by all families</p> <p>*4 Maths and 4 English learning tasks and learning goals each semester</p>
Develop a positive school culture and environment and consistency of teaching and learning for student engagement and wellbeing	<p>Develop positive school culture implementing Kids Matter framework</p> <p><b>*Collaborative decision making and distributive leadership</b></p>	<p>*Wellbeing team to meet regularly and lead implementation of kids matter, healthy together and school welfare</p> <p>*ILP's for all students 12 months above or below expected standards, regularly updated</p> <p>*Kids Matter professional learning for staff and school council</p> <p>*Newsletter wellbeing articles</p> <p>*Buildings and grounds committee to improve school grounds and facilities- vegetable garden, lawn and orchard</p> <p>*Review and ratify School policies- Student Engagement and Wellbeing, Health, Sun smart</p> <p>*Further embed Restorative Practices, Tribes and YCDI</p> <p>*Regular Leadership meetings and Staff Briefings</p> <p>*Staff and school council meetings to schedule policy and plan reviews and work collaboratively to modify them</p> <p>*develop a communication plan to build parent and community voice</p>	<p>Wellbeing team</p> <p>Teaching staff</p> <p>Kids Matter team</p> <p>Chaplain</p> <p>*Wellbeing team</p> <p>*teaching staff</p> <p>*parents, staff</p>	<p>Twice per term</p> <p>Each term</p> <p>Each semester</p> <p>Weekly</p> <p>Each term</p> <p>Weekly</p>	<p>*School rules displayed</p> <p>*Tribes agreements displayed and evident in planning documents</p> <p>*Updated school policies</p> <p>*improved results in student and parent surveys</p> <p>*Classroom rules collaboratively developed and displayed in classrooms</p>
Review and continue to enhance programs for life transitions particularly at strategic points from pre-school to Year 6	<p>*Continue to transition the service provision of Preschool and 3 year old play group</p> <p>*Continue to improve and refine transition processes for 3 to 12 year olds</p> <p>*Student leadership development, community connections and career paths</p>	<p>*Shared professional learning and staff functions with early years staff</p> <p>*Preschool Committee of Management Meetings report to school council and liaise with DEECD, LMPA staff</p> <p>*Review and management of early years staff</p> <p>*Network Preschool protocol group to develop Transition booklet and liaise with Preschools</p> <p>*consistent start and end to the school day via check ins, check outs, circle time.</p> <p>*Seek feedback from students, staff and parents</p> <p>*track student behaviour and relate to transitions within the school day</p> <p>* Videoconferencing during class time with Secondary settings</p> <p>*New Zealand Camp, 3-6 camp, Prep 2 camp, parent and community support and involvement.</p>	<p>*School, preschool, playgroup staff</p> <p>*Yr 6 teacher and students</p> <p>*Prep and Preschool teachers</p> <p>Yr 6 and Secondary staff</p> <p>*Principal</p> <p>*Principal, Business Manager, Preschool President, Director, parent</p> <p>*all staff</p>	<p>*Each term</p> <p>*Semester 2</p> <p>*Semester 1</p> <p>*each term</p> <p>*Ongoing</p> <p>*monthly</p> <p>*Annually</p>	<p>*Transition documents</p> <p>*Meeting minutes from transition meetings</p> <p>*80% of student cohort to attend at least one camp program</p>

