

Annual Implementation Plan 2014

Newport Lakes Primary School

School No. 0113

Based on Strategic Plan developed for 2014-2017

Endorsement by School Principal	Signed..... (Principal's signature) Name David Moss Date May 2014
Endorsement by School Council	Signed..... (School Council President's signature) Name Kylie Halarakis Date May 2014

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve student learning in literacy, numeracy and Inquiry Studies	<p>Ausvels teacher judgments show an annual growth 1.0 – 1.2 across all domains based Feb – Nov On-Demand and school set testing</p> <p>A 5 % improvement in the percentage of students in top 2 NapBands in Yr.3 & 5.</p> <p>A 5% increase in the percentage of students scoring 'high' in the NAPLAN relative growth scores</p>	<p>Growth in on-demand and school based testing to show an average growth of 1.0-1.2 Ausvels levels from Nov 2013- Nov 2014</p> <p>An increase of 2% in top 2 Napbands in Yr. 3 & 5 in Reading and Numeracy</p> <p>An increase of 2% of students scoring 'high' in NAPLAN relative growth.</p>
Student Engagement	<p>To improve student engagement</p> <p>Improve eLearning at all levels across the school</p> <p>To improve school attendance in all grade levels.</p>	<p>All teaching and learning variables of the Student Attitude to School survey to be at or above state mean.</p> <p>Improvement in student engagement variables of staff and parent opinion surveys to state means and school based eLearning surveys.</p> <p>Decrease in student absence to state mean or below (12.0 days per student)</p>	<p>The teaching and learning variables of learning confidence, stimulating learning and student motivation in the Attitude to School Survey to be improved from 2013 levels and to be at or above regional means in 2014 survey.</p> <p>Student engagement variables in parent survey to increase from 25th percentile to be within the 25-50th percentile.</p> <p>eLearning surveys to show an increase of greater than 20%</p> <p>Decrease in p-6 absence rate from 14.0-13.0 days per student.</p>

Student Well Being	To improve student well-being of all students and strengthen home/school relationships.	The Student Attitude to School survey variables of student morale, school connectedness, classroom behavior and student safety to be at or above state mean.	Identified variables in staff and parent surveys to increase from 25th percentile to 25-50th percentile
Productivity	To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students.	Improved performance in staff and parent surveys. Scores for staff survey (variables: staff satisfaction, professional growth) and parent survey (variables: school improvement, general satisfaction) to be at or above state mean.	Identified variables in staff and parent surveys to increase from 25th percentile to 25-50th percentile

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
Student Learning	What	How	Who	When	Achievement Milestones
Build collective capacity of teachers to teach at a student's point of learning.	Build teacher capacity to identify a student's point of learning and develop and implement strategies to maximise student learning and achievement growth	PL on assessing against standards and school benchmarks. Planning & implementing lessons to meet needs of all students in literacy & numeracy PL –Differentiation. What is it, How do we do it at NLPS?	Janet G PLT Leaders Classroom and Specialist teachers	T 2 T- 2 T 3- 4	All teachers to have a shared understanding of 'differentiation' at NLPS Learning walks conducted every term Evidence (ILP's, Work programs. Learning Intentions, Success Criteria) will be noted in all classrooms during Learning Walks

	Extend and ensure challenge for high achieving students	Establish guidelines for ILPs for all students working well above or well below expected level Provision of 0.2 extension coach.	Janet G PLT Leaders Classroom Teachers David M Sarah H	Tm 1 established & Tm 4 evaluated. Term 1-4	There is an increase of 2 % of Yr.3 students in Bands 5 & 6 of NAPLAN. and an increase of 2 % of Yr.5 students in Bands 7 & 8 of NAPLAN. There is an increase of 2 % of student's high growth in NAPLAN.
	Plan in PLTs to use data to track growth and ensure differentiated curriculum. Team members explain how they identified each student's point of learning.	Allocation of PLT time for teams to analyse work samples and numerical data.	Janet G PLT Leader Classroom Teacher	T 2 - 4	PLT members individual performance review will indicate a good level understanding of differentiated curriculum and students point of learning
Develop a shared understanding of adding value to the writing process including spelling, grammar and structural knowledge.	An agreed curriculum framework for writing (including spelling and grammar) is developed and implemented in all classrooms	Audit of current writing, spelling and grammar practices. Review & evaluate. Establish an agreed framework for writing (including spelling and grammar) for all levels. Implementation into classrooms	Janet G/ Denise English Key Learning Team PLT Leaders Classroom teachers	T 2- 4 2015	Writing, spelling and grammar curriculum and practices are audited. All staff to develop common understandings on the teaching of writing ,spelling &grammar. Quality writing samples produced in all classrooms demonstrating improved spelling and grammar. An hour per week is dedicated to the teaching of spelling in every classroom.

	Focus on short term explicit goals for learning	Deliver teacher PL on implementation of explicit goals for each student for writing	English team Team Leaders Classroom Teachers	Terms 2 & 3	Explicit writing goals for every child in evidence in each classroom by beginning of term 4, 2014
To maximise student achievement and learning in Numeracy particularly in Number.	Build teacher capacity in the teaching of Numeracy, particularly Number in all grade levels.	Delivery of PL on teaching of numeracy & number Expectations set for Numeracy lessons.	Numeracy Coach Terry PLT Leaders Classroom teachers	Term 2- 4	Numeracy is to be taught everyday in every classroom for a minimum of 1 hour. A 'number' component included in all math lessons.
	Implement the GRIN (Getting Ready in Numeracy) intervention program	Train Teachers & ES staff to assist with numeracy intervention program.	Janet ES staff (3) Classroom teachers	T 1 Training day per term On going	GRIN certification achieved and 4 staff members trained. Program implemented in senior school. Improvement in numeracy engagement for students requiring intervention in numeracy
Student Engagement	What	How	Who	When	Achievement Milestones
Build teacher, student and parent capacity to drive and embed eLearning across the school	Introduction of an eLearning coach in P-2 & 3-6 levels	Allocated into staff profile for 2014 .2 EFT per week x 2 teachers	Principal Amy – P- Yr 2 Mat – Yr.3-6	T 1 On going	Acceptance of eLearning coaches to drive eLearning at NLPS by staff and community Increased level of quality eLearning being included in PLT planning and teaching. High quality eLearning PD being available and delivered to staff and community.

Build teacher, student and parent capacity to drive and embed eLearning across the school (cont)	Build eLearning capacity of all teachers	Provision of eLearning PL Provision of ipad for each cl'room tchr Learning walks. Assistance in IT planning & teaching	eLearning coaches Amy - Mat David eLearning coaches Amy - Mat All staff	T 1 On going	Improved teacher knowledge and capacity to provide quality eLearning in classrooms Improved teacher confidence as per survey results Increased use of eLearning in literacy, numeracy, inquiry studies and specialist curriculum.
	Introduction of a 1:1 BYOD ipad program into Yr.5/ 6	Parent information sessions conducted Guidelines devel'd. Students purchase ipad . School provides for those without. T1 planning to include ipads	Principal Mat 5/6 Teachers Specialist Tchrs LOTE / Music/ Drama	T 4 2013 T1 2014 Ongoing	80% of yr. 5/6 students purchase own ipad. Increased use of eLearning in 5/ 6 classrooms. Improved student engagement Greater awareness and understanding of Cybersafety
	Cybersafety for student & families Build parent knowledge and involvement in eLearning	Introduction of eLearning agreements Parent Info Sessions Parent Surveys Parent Information Newsletters Techie Brekkies	eLearning coaches Amy - Mat eLearning coaches Amy - Mat	Term 1 Term 1 1-2 per term	ICT agreement in place for all students in the school Parent sessions conducted . Attendance of 20 or more parents. Online eLearning surveys completed by 20% of parents Positive feedback

Through improved student engagement and implementation of the 'Everyday Counts' strategies there will be a decrease in student absence.	Undertake 'EC' strategies which may assist in the education of parents in value of regular attendance	Inclusion of articles in newsletters, student reports, website, assemblies etc	Principal- David Assist Prin -Janet Student Wellbeing Leader- Warren	Term 2-4	Transition and approachability variables in parent survey to increase from 25th percentile to be within the 25-50th percentile Decrease in unexplained absences
	Improve student attendance by working with students in the classroom. Engage students so that they do not want to miss out on school.	Teachers to highlight the next day/ weeks activity. Promote (discuss, visually) importance of attending school. Intro of eLearning	PLT Leader PLT's Class teacher	Term 1 Ongoing	Increase teaching and learning variables to regional means stimulating learning (3.99 to 4.34) and student motivation (4.48 to 4.56) Decrease in student absences(p-6) from 14.0 in 2013 to 13.0 per student in 2014
	Track student attendance data for patterns of absenteeism. . Identify if students are absent due to grade level, specialist subjects, etc	Class attendance rolls are to be examined by Leadership / specialist Teams for patterns. Investigate as per required.	Principal-D avid Assist Prin -Janet Student Wellbeing Leader- Warren Specialist Team	Term 1 Termly or as required	Identification and analysis of possible unknown reasons for student absence.

Student WellBeing	What	How	Who	When	Achievement Milestones
<p>To implement supportive programs that will enhance home/school relationships and improve student wellbeing.</p>	<p>Student Wellbeing Team formed as a Key Learning Group</p>	<p>School organisation re-structured. A SWT formed as a Key Learning Group.</p>	<p>Principal Lead Teacher Warren</p>	<p>T-1 Meet 2-3 times per term</p>	<p>SW Team to monitor and advise Leadership on Student Wellbeing matters at school. SW Team make recommendations and lead SW programs.</p>
	<p>Review & Update SW_PBS for the school</p>	<p>Review of current status of PBS. Retrain staff and re-launch SW_PBS in line with new school vision and values.</p>	<p>Principal LT Warren SARP Judy M</p>	<p>T 1 -4 T 1 PL T3-4 Re-launch</p>	<p>New school vision & values embedded into SW_PBS PL session conducted in Term 1. 80 +% staff support of PBS Re-launch of PBS to school community Establishment of school wide values Data collection and analysis-SET and EBS Action plan developed based on data sets Develop with staff the Values teaching matrix Communication strategy developed for school community.</p>
	<p>Embed and extend Student Leadership and student voice programs</p>	<p>Establish procedures and Roles & Responsibilities for all Student L'ship Programs. Support & promote as vehicle for Student Voice</p>	<p>Principal James M Terry A Amy / Leisha</p>	<p>T 1 Ongoing</p>	<p>Student Leadership programs embedded into school organisation Positive feedback from student focus groups (topics include engagement, safety and student voice)</p>

	Communications strategy developed. Plan implemented to improve communications between home and school.	Audit of current communications. Review and evaluate. Develop, establish and publicize communication methods.	Principal School council Administration PLT Leaders	T 1 Ongoing	Improvement in communications between home & school. Greater use of electronic communications (website, letters, reminders, NL TV) by school and parents. Improved parent survey performance in variables school improvement and general satisfaction from the below 25 th to 25-50 th percentile.
Productivity	What	How	Who	When	Achievement Milestones
Review the allocation of resources according to priorities determined in the School Strategic Plan.	Develop an eLearning Strategy Plan for the school including; infrastructure, hardware resources, Professional Learning, staffing, Cybersafety Policies and Usage agreements	Assess eLearning needs, resources and capabilities. Develop a workable plan, staff and resource accordingly . Continual assess.	Principal School Council PLT Leaders	2013 Term 1 2014	Plan developed 80 % of plan implemented Improved professional development variable in staff survey.
	Develop an eLearning Professional Learning plan for staff and parents	PL sessions incorporated in PL schedule. Optional sessions Parent program implemented	Principal eLearning Coaches Amy / Mat Parents	T1 – 4	Improved teacher knowledge and confidence in eLearning Increased evidence of eLearning in classrooms Parent participation in eLearning
	Facility improvement plan developed to include; School Masterplan by DEECD approved architect. Installation of a new double	Architect engaged to develop future Masterplan. Approved by SC Negotiate with	Principal School Council	T- 1	Master plan produced SC Approved. Double Story building allocated to

	story re-locatable building to accommodate student needs and maximise playground space.	deecd management the need for a double storey building at NLPS	Principal Deecd	T 2-4	school to replace 2 single storey building. Installed on grounds
	School timetables allow for; PLT planning and PD Release for coaching in areas of eLearning and intervention & extension.	Input and feedback gained from all parties to produce a school timetable that will allow for weekly PLT sessions	Principal AP Coaches	T 1-4	A workable timetable produced taking into consideration the needs of all parties, allowing for improved teaching and learning and improved school organisational health.

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