

Annual Implementation Plan for 1136- Concongella Primary School 2015

Based on Strategic Plan 2015- 2017




Endorsements

Endorsement by
School Principal

Signed..........
Name..... Kristie McKerron.....
Date.....26th March, 2015.....

Endorsement by
School Council

Signed..........
Name..... Brenton Gibson.....
Date.....26th March, 2015.....

School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Strategic Direction

	Goals	Targets	One Year Targets
Achievement	<p>In <u>Numeracy</u>, we will improve student outcomes in all areas with specific focus on number.</p> <p>In <u>Literacy</u>, we will improve student outcomes in writing.</p>	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> All students deemed capable will achieve med-high relative growth in the area of number. All students deemed capable achieving at or above standard in mathematics. Fully developed scope and sequence documents. All staff using mathematics scope and sequence. Effective mapping of student data. <p><u>Literacy:</u></p> <ul style="list-style-type: none"> All students deemed capable will achieve med-high relative growth in the area of writing. All students deemed capable achieving at or above the standards in writing. Fully developed scope and sequence documents in Writing. All staff using writing scope and sequence. 	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> 75%+ students achieve med-high relative growth in Number. 75%+ students achieving at or above standard in mathematics. Develop scope and sequence documents. Begin effective mapping of student data. <p><u>Literacy:</u></p> <ul style="list-style-type: none"> 75%+ students will achieve med-high relative growth in the area of writing. 75%+ students achieving at or above the standards in writing. Develop scope and sequence documents in Writing.
Engagement	<p>During this strategic plan period in <u>Teaching & Learning</u>, we will further develop our chosen model of instruction: The Over-The-Rainbow Model, to create greater consistency of teaching practice and planning between all teaching staff at Concongella Primary School. This will enhance student achievement by ensuring that all students have best practice teaching delivered at all times.</p>	<p><u>Teaching & Learning:</u></p> <p>Student Attitudes to School survey will show:</p> <ul style="list-style-type: none"> Learning Confidence 3.75+ (2014 data= 3.25) Teacher Effectiveness 4.75+ (2014 data= 4.29) Stimulated Learning 5.0+ (2014 data= 4.58). 	<p><u>Teaching & Learning:</u></p> <p>Student Attitudes to School survey will show:</p> <ul style="list-style-type: none"> Learning Confidence 3.5+ Teacher Effectiveness 4.5+ Stimulated Learning 4.75+

	<p>Concongella students will develop respect to improve the behaviour, motivation and connectedness. We will enhance their sense of belonging to their school and wider community and ensue that they are supported into, through and from Concongella Primary School.</p>	<ul style="list-style-type: none"> • All students will show improvement in behaviour, with no students below 65% positive and a class average of 80%+ in ClassDojo. • School motto used at each assembly. • 100% of students on ILP's that are communicated to the parents in week 5-6 of each term, and reported on at the end of each term. • In Student Attitudes to School survey: <ul style="list-style-type: none"> ○ Classroom behaviour 3.75+ (2014 data= 2.95) ○ Student motivation 5.0+ (2014 data= 4.11) ○ School connectedness 5.0+ (2014 data= 4.57) • In Parent Opinion Survey: <ul style="list-style-type: none"> ○ Classroom behaviour 4.5+ (2014 data= 3.85) ○ Student motivation 5.5+ (2014 data= 5.3) ○ School connectedness 6.0+ (2014 data 5.55) ○ Approachability 5.5+ (2014 data= 5.13) • Increased enrolments figures, maintaining numbers well above the threshold of 20. 	<ul style="list-style-type: none"> • All students will show improvement in behaviour, with no students below 65% positive in ClassDojo. • School motto used at each assembly. • 100% of students on ILP's that are communicated to the parents in week 5-6 of each term, and reported on at the end of each term. • In Student Attitudes to School survey: <ul style="list-style-type: none"> ○ Classroom behaviour 3.25+ ○ Student motivation 4.5+ ○ School connectedness 4.75+ • In Parent Opinion Survey: <ul style="list-style-type: none"> ○ Classroom behaviour 4.0+ ○ Student motivation 5.4+ ○ School connectedness 5.75+ ○ Approachability 5.25+ • Increased enrolments figures, above 25.
<p>Wellbeing</p>	<p>All students will feel safe and connected at Concongella Primary School.</p>	<ul style="list-style-type: none"> • In student attitudes to school survey: <ul style="list-style-type: none"> ○ Student safety 4.5+ (2014 data= 3.86) ○ Student Distress 5.5+ (2014 data= 5.07) ○ Student morale 5.5+ (2014 data= 4.91) • In Parent opinion survey: <ul style="list-style-type: none"> ○ Student Safety 5.5+ (2014 data= 4.83) ○ Social skills 6.0+ (2014 data= 5.57) <p>Absence rate to be at or below the state average of similar schools.</p>	<ul style="list-style-type: none"> • In student attitudes to school survey: <ul style="list-style-type: none"> ○ Student safety 4.0+ ○ Student Distress 5.25+ ○ Student morale 5.25+ • In Parent opinion survey: <ul style="list-style-type: none"> ○ Student Safety 5.0+ ○ Social skills 5.75+ • Absence rate to be at or below the state average of similar schools.

Productivity

We will ensure that resources are allocated and utilised in the areas of need. We will scrutinise expenditure to ensure that it is purposeful and meaningful. We will align human, monetary and physical resources with the areas of need identified to ensure student achievement, engagement and wellbeing.

- Maintain a surplus every year.
- Maintain staffing profile that caters for the areas of identified need.
- Purchase writing assessments
- Hire a contracted position to run a supported playgroup

- Maintain a surplus
- Maintain current staffing profile of 2.5 EFT teaching and 0.99 EFT ES Staff
- Purchase writing assessments
- Hire a contracted position to run a supported playgroup

Implementation

Key Improvement Strategies	What the activities and programs required to progress the key improvement strategies	How 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
Achievement	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> Review the mathematics scope and sequence plan to include number throughout the curriculum and ensure a smooth transition from lower to senior school Implement a common process to map student progress. <p><u>Literacy:</u></p> <ul style="list-style-type: none"> Sustain the effective practices that are in place to teach reading, speaking and listening Investigate and implement a process to gather more data on writing Undertake research work with the view to developing a literacy scope and sequence plan that embeds the effective teaching of writing & spelling. 	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> PLT's <p><u>Literacy:</u></p> <ul style="list-style-type: none"> PLT's Cluster Meetings Peer Observations 	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> All Teaching Staff <p><u>Literacy:</u></p> <ul style="list-style-type: none"> All Teaching Staff 	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> Term 1 and 2 Term 3 <p><u>Literacy:</u></p> <ul style="list-style-type: none"> All Terms Term 2-4 All Terms 	<p><u>Numeracy:</u></p> <ul style="list-style-type: none"> Scope and Sequence documents Student Mapping Processes <p><u>Literacy:</u></p> <ul style="list-style-type: none"> Peer Observation reports Writing assessment data Scope and Sequence documents

Engagement	<p><u>Teaching & learning:</u></p> <ul style="list-style-type: none"> • Continue work on the new Instructional Model to: <ul style="list-style-type: none"> - describe in detail what each aspect of the model includes and how it looks in practice - identify the areas of the model that should be delivered consistently across the school - plan the staged implementation of the model - monitor implementation through strategies such as incorporation into Annual Performance Plans and regular peer observation • plan a formal evaluation of the implementation and effectiveness of the model 	<p><u>Teaching & learning:</u></p> <ul style="list-style-type: none"> • PLT's • Peer Observation • Independent planning 	<p><u>Teaching & learning:</u></p> <ul style="list-style-type: none"> • All Teaching Staff 	<p><u>Teaching & learning:</u></p> <ul style="list-style-type: none"> • All Terms 	<p><u>Teaching & learning:</u></p> <ul style="list-style-type: none"> • Improved student outcomes • Greater consistency of teaching practise • Consistent planning documents • Peer observation reports
	<p>Continue to sustain the following actions:</p> <ul style="list-style-type: none"> • Utilisation of ClassDojo • Introduction of Base Expectations • Clearly defined 	<ul style="list-style-type: none"> ▪ PLT's ▪ Classroom Practise ▪ Assembly ▪ Reports/ ILP's ▪ ECN Meetings 	<ol style="list-style-type: none"> 1. All Staff 2. Teaching staff 3. All Staff 4. Principal 5. Principal & Parents Association 6. Principal, School 	<ol style="list-style-type: none"> 1. All terms. Transition activities Term 3-4 2. All terms 3. All terms 4. Term 3 5. Term 2 6. Term 1-3 	<ol style="list-style-type: none"> 1. Increase in student attitudes to school scores 2. Increased connectedness to peers 3. Respectful students

	<p>values</p> <ul style="list-style-type: none"> • Use of Individual Learning Plans • Involvement in all early childhood network and kindergarten meetings • Enhanced relationships with the kindergartens, early childhood providers and secondary colleges. <ol style="list-style-type: none"> 1. Focus attention on connectedness and respect and strengthen the buddy system to include year 3 – Year 4 transition. 2. Introduce activities that build and develop social skills. 3. Promote an expectation that students will behave respectfully to others. 4. Undertake an audit to identify families that seldom connect with the school and target each family with some personal contact and communication. 5. Identify past students (senior citizens) for current students to interview and record their story. 6. Re-energize the school playgroup 		Council and Jo Blake		<ol style="list-style-type: none"> 4. Understanding of communications with parents with a view to forming a plan of engagement 5. Greater connections to community 6. Effective playgroup, leading to enrolments
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Wellbeing	<ul style="list-style-type: none"> Sustain current practices that are effectively supporting student wellbeing (see those listed for student engagement) Concerning students with high levels of absenteeism it is recommended that: <ul style="list-style-type: none"> the school approaches the region to seek support to improve the low attendance of the particular students <p>The school supports the principal to undertake the 'bridges into poverty' program.</p>	<ul style="list-style-type: none"> Staff Meetings-standing order, student wellbeing External PD 	<ul style="list-style-type: none"> All Staff Kristie 	<ul style="list-style-type: none"> All terms Terms 1-3 When available 	<ul style="list-style-type: none"> As above Decreased absenteeism Deeper understanding of issues surrounding poverty.
Productivity	<ul style="list-style-type: none"> Run a supported playgroup in our current playgroup setting, this has been identified as a source for increased enrolments in the school. Engage members of the wider community in School based activities. 	<ul style="list-style-type: none"> Playgroup School and community 	<ul style="list-style-type: none"> Jo Blake Kristie and Parents Association with community members 	<ul style="list-style-type: none"> All Terms Term 2 and 4 	<ul style="list-style-type: none"> Effective playgroup leading to increased awareness of Concongella to increase enrolments Greater connectedness