

Annual Implementation Plan 2014

East Bentleigh School

4837

Based on Strategic Plan developed for 2012-2015

Endorsement by School Principal	Signed..... (Principal's signature) Name: Maria Shearn Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name : Denise McDonough Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

STRATEGIC INTENT

	Goals	Targets	One Year Targets
STUDENT LEARNING	<p>To improve student learning across all areas of the curriculum with a particular focus on literacy and numeracy, maximising outcomes for all students at all stages through their primary years</p>	<p>The proportion of students assessed at or above expected levels (VELS A,B,C) to increase to 80% in Writing, Reading and Numeracy by 2015. VELS teacher judgements to be verified by On-Demand data Year 3-6.</p> <p>To increase the Student Motivation and Teacher Effectiveness variables to 4.4 or above on the Student Attitudes to School Survey.</p> <p>Staff Opinion Survey to show Curriculum Coordination to be at or above 80 and Learning Environment to be at or above 85 by 2015.</p> <p>General Satisfaction in the Parent Survey to remain at 6.32 or above</p>	<p>The proportion of students assessed at or above expected levels (VELS A,B,C) to increase from 65% to 70% in Writing, Reading and Numeracy. VELS teacher judgements to be verified by On-Demand data Year 3-6. To increase the Student Motivation and Teacher Effectiveness variables to 4.4 on the Student Attitudes to School Survey.</p> <p>Staff Opinion Survey to show Curriculum Coordination to be at 75 and Learning Environment to be at 82 .</p> <p>General Satisfaction in the Parent Survey to remain at 6.4.</p>
STUDENT ENGAGEMENT AND WELLBEING	<p>1. To develop and promote behaviours and attitudes that encourage wellbeing and connectedness.</p> <p>2. To provide a student-centred, stimulating learning environment which engages students in their learning and supports the achievement of personal best.</p> <p>3. To improve student attendance and punctuality</p>	<p>Staff Opinion Survey to show the Student Misbehaviour variable below 25 and Effective Discipline Policy variable at or above 80.</p> <p>To increase the measure in the Attitudes to School Survey variables of Teacher Empathy, Stimulating Learning and Student Safety to 4.4</p> <p>To increase the average student attendance rates by at least 3.5 days from Prep to Year 6.</p>	<p>Staff Opinion Survey to show the Student Misbehaviour variable below 28 and Effective Discipline Policy variable at 78 .</p> <p>To increase the measure in the Attitudes to School Survey variables of Teacher Empathy to 4.4, Stimulating Learning to 4.2 and Student Safety to 4.4</p> <p>To increase the average student attendance rates by one day from Prep to Year 6</p>

STUDENT PATHWAYS AND TRANSITIONS	<p>1. To improve student transition into, through and out of East Bentleigh PS</p> <p>2. To improve each child's personal learning pathways.</p>	<p>To maintain the score for the Transitions variable in the Parent Opinion Survey at or above 6.00.</p> <p>Staff Opinion Survey to show the Professional Growth variable at or above 75 and Role Clarity variable at or above 80.</p> <p>To increase the measure of Learning Confidence in the Attitudes to School Survey to 4.00.</p>	<p>To maintain the score for the Transitions variable in the Parent Opinion Survey at 6.10</p> <p>Staff Opinion Survey to show the Professional Growth variable at 70 and Role Clarity variable at 77.</p> <p>To increase the measure of Learning Confidence in the Attitudes to School Survey to 3.8.</p>
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IMPLEMENTATION

STUDENT LEARNING					
Key Improvement Strategies and Significant Projects	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
Within a distributed leadership model, develop the capacity of all teachers	Develop understanding of leading instructional practice and how the implementation of this practice will maximise student learning.	Professional Learning for all staff Class /inter school visits	Assistant Principal	ongoing	Effective teams across the school focusing on common goals, implementing agreed instructional practice and accountabilities.

<p>to increase their knowledge and effective use of the full range of leadership competencies, with a focus on developing instructional leadership.</p>	<p>Embed effective leadership teams across the school through team building that focuses on clarity of a common vision, agreed expectations and protocols, agreed instructional practice and accountabilities.</p>	<p>Sharing best practice in Fortnightly PLT meetings Mentoring and the introduction of classroom observations.</p> <p>Implement a coaching program through the appointment of a Leading Teacher – focus on writing</p>	<p>Principal, Assistant Principal and Class Teachers</p> <p>Leading Teacher</p>	<p>Ongoing</p>	<p>Effective teams across the school focusing on common goals, implementing agreed instructional practice and accountabilities.</p> <p>The proportion of students assessed at or above expected levels (VELS A,B,C) to increase from 65% to 70% in Writing,</p>
<p>Strengthen the school's performance and learning culture through the consistent and rigorous implementation of accountability processes which are clearly linked to the school's strategic and annual implementation plans, ensuring all new staff and teachers new into leadership roles, are provided with effective</p>	<p>All staff to continue the implementation of the school's Annual Implementation Plan and regular review of progress against goals outlined in the AIP.</p>	<p>Continue with S.I.T. – Strategic Intent Teams – to monitor and implement A.I.P. goals and targets</p>	<p>Principal, Assistant Principal and all staff</p>	<p>Ongoing</p>	<p>Increased teacher involvement in school decision making.</p>
	<p>Communicate role descriptions for all teaching and leadership positions and implement role expectations through the annual Performance and Development Review process. Link the Performance and Development Plans of all teachers to the school's AIP goals.</p>	<p>Review and maintain these roles early in 2014 and included in review process at staff meetings and S.I.T. meetings</p>	<p>Principal, Assistant Principal and all staff</p>	<p>Throughout term 1 Ongoing</p>	<p>Increased role clarity and accountability. Performance and Development Plans of all staff linked to school goals and evidence based – data collection.</p>

induction support and mentoring.	Provide effective induction and support for all teachers new to the school and new to leadership roles.	Intensive formal Induction Program for new teachers prior to the commencement of the new school year run by the Assistant Principal and Induction Mentor	Assistant Principal, Induction mentor	Week prior to commencement of 2014 school year.	Greater commitment and clarity towards the school's values and goals.
Build the capacity of all teachers to implement purposeful teaching and learning.	Embed Professional Learning Teams (PLTs) to effectively implement whole school planning expectations to align curriculum, pedagogy and assessment from P-6.	Workforce planning to establish effective PLT's . Professional Learning, Coaching, Mentoring and Class visits	Leadership Team PLT Leaders Class Teachers	Term 1 2014 Ongoing	Effective PLT's operating across the school
	Implement the whole school Literacy Plan.	Discuss and review EBPS Literacy plan with staff	Assistant Principal and Literacy Leader	Ratified Term 1, 2014	School Literacy Plan is documented and ratified by teachers.
	Embed all elements of the EBPS Mathematics document	Update current plan to AusVELs and discuss and review with staff prior to ratification	Assistant Principal and Numeracy Leader – S.I.T. Teaching and Learning Team	Term 1, 2014 and Ongoing	Teachers embed school expectations of teaching Mathematics at East Bentleigh PS .
	Embed the National Steiner Curriculum.	Steiner syndicate meetings to develop resources for altered main lessons and discuss revised content.	College of Teachers	Term 1, 2014 and Ongoing	Steiner curriculum is a practical, working document

	Ensure that technology is used to support purposeful teaching and learning.	Regular Professional Learning sessions to include technology and sharing of resources	Assistant Principal and ICT coordinator	Ongoing	Regular use of technology to support purposeful teaching and learning across the school – I pad apts and curriculums resources – Mathletics/Reading Eggs
Embed improved assessment practices to promote teaching and learning.	Develop deeper understanding of evidence based practice and how to use data and multiple sources of feedback to personalise student learning to ensure more explicit and purposeful teaching and inform differentiated curriculum	Share practices in monitoring student learning and progress in P.L.T's (Professional Learning Teams)	Assistant Principal and P.L.T. leaders/staff	Term 1, 2014 and ongoing	Greater alignment between AusVELS teacher judgements and On Demand / NAPLAN data.
	Continue whole school data collection and moderation practices.	Continue to provide professional learning for all teachers on administering M.O.I., E.O.I. and On Demand Continue to use SPA program to collate and manage all school assessment data.	Assistant Principal and P.L.T. leaders	Ongoing Ongoing	All assessment data to be located on SPA to facilitate monitoring of individual students, cohorts and the effectiveness of whole school literacy and numeracy programs.

STUDENT ENGAGEMENT AND WELLBEING

Key Improvement Strategies and Significant Projects	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
Embed a student-centred and purposeful approach to teaching and learning, where student voice, decision-making and responsibility for their learning are central and are applied across the school.	Ensure personal learning evidence in teacher's weekly planning document	Provide clear outline of positive education strategies/activities for each level	Wellbeing team/Assistant Principal	Ongoing	Evident in documentation for Performance and Development plans
	Ensure restorative practices are used in each classroom as the <u>default response</u> at all year levels	Professional Learning/ Wellbeing Team – focus at all meetings and teachers to communicate to parents when their child has been involved in restorative chat/circle	All staff	Weekly/Ongoing	Teachers and students using Restorative vocabulary
	Continue to enhance the capacity of all teachers to engage students and involve them more consistently in their learning.	Professional Learning and P.L.T. meetings	Literacy and Numeracy coordinators and all teachers	Ongoing	Learning intentions and Success criteria is visible in planning and in the classroom
	Teachers of students in Years 4-6 to assist students to establish meaningful learning goals, develop reflective practices and self- assessment.	Focus on Level 4 P.L.T. meetings – Model and Implement personal goal setting	Assistant Principal and 4 - 6 P.L.T. leader	Ongoing	Greater student engagement and evidence of goal setting and self -assessment by students in Years 4-6.

Promote a school culture that fosters positive relationships between teachers, students, parents and the community.	Encourage and provide opportunities for greater community initiatives and contributions	Professional Learning and focus during S.I.T. meetings	All staff to continue to be involved in the wider community	Ongoing	Continue to promote East Bentleigh P.S. by engagement in the wider Community
	Introduce student led conferencing to all senior grades - Year 3-6	Professional Learning to develop protocols and expectations about student led conferences	Assistant Principal and Year 3 – 6 staff	Term 1, 2014 and implemented in Semester 2	Students develop greater responsibility for their learning
	Revise and review Parent Engagement Policy	Revisit with staff and parents through Staff meetings, School Council	Principal, Assistant Principal and all staff and parents	Ongoing	Parents and the school have a clear , documented resource
Implement and widely communicate an agreed, comprehensive, school approach to improving attendance and punctuality.	Review and amend strategies for promoting punctuality.	Staff Meeting Leadership Meeting Parent Meetings / Forums	Principal Assistant Principal Teachers	Ongoing	Improved punctuality and attendance of students across the school.
	Review Attendance Policy and strategies to promote regular attendance. Amend as necessary, promote and enforce.	Staff and S.I.T. meetings	Principal, Wellbeing Leader and all staff	Term 1, 2014/ Ongoing	Documented procedures <ul style="list-style-type: none"> • Proforma for unapproved absences • Extended holiday notification • Regular unapproved absence process

STUDENT TRANSITIONS AND PATHWAYS

Key Improvement Strategies and Significant Projects	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
Improve and strengthen in-school transition processes and the use of data to better track students' progress, to identify the particular learning needs of students and to better personalise learning and optimise engagement	Review, amend and implement school's transition policies, programs and procedures.	Conduct surveys during Prep transition and first Term 2014	Leadership team and Transition and Pathways leader	Ongoing	Transition policies, procedures and associated leadership roles documented and communicated.
	Refine systems to record, track student progress and results across the school. Implement improvements to end-of-year hand over processes.	Pathways and Transition and Staff meetings	S.I.T leader and all staff	Ongoing	Clear and evidence based transition proformas for student files
	Embed induction processes for students entering across the school in year levels other than Prep.	Pathways and Transition and Staff meetings	S.I.T leader and all staff	Ongoing	Induction booklet created for new students other than prep
Enhance K-P and Year 6-7 transition processes.	The Principal and staff to continue to focus on strengthening relationships with local kindergartens and childcare centres to ensure the school's fair share of enrolments.	Regular scheduled meetings at the Kindergartens / Child Care Centres. Information Sessions for Parents Regular events, programs and activities at East Bentleigh PS for pre-schoolers. Regular school tours	Principal and Prep teachers Principal, Assistant Principal and Prep teachers	Term 1, 2014 and Ongoing Term 2, 2014 Ongoing	Improved relationships with local kindergartens Increased enrolments

	The Principal and staff to work to strengthen relationships with local secondary colleges to facilitate a seamless transition for Year 6 students moving to secondary school	Continue to liaise with SaGE network secondary colleges	Principal, Assistant Principal Pathways and Transition	Ongoing	Improved student wellbeing and support for students entering secondary school
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