

Annual Implementation Plan 2014 Chalcot Lodge Primary School 5231

Based on Strategic Plan developed for 4 years



<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name Monica Ghirxi</p> <p>Date</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name Paul Newton</p> <p>Date</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name</p> <p>Date</p>

Strategic Intent

Student Learning	Goals	Targets	One Year Targets																																				
	<p>To improve literacy standards especially Reading and Speaking & Listening</p> <p>To improve Numeracy standards</p>	<p>1. Use NAPLAN Reading Data to reduce the proportion of students at Years 3 and 5 within the first three bands (At Year 3 Bands 1, 2 & 3 at Year 5 Bands 3,4 & 5)</p> <table border="1" data-bbox="1032 521 1527 715"><thead><tr><th colspan="4">Grade 3 READING</th></tr><tr><th>2012</th><th>2013</th><th>2014</th><th>2015</th></tr></thead><tbody><tr><td>16%</td><td>32%</td><td></td><td></td></tr></tbody></table> <table border="1" data-bbox="1032 775 1527 968"><thead><tr><th colspan="4">Grade 5 READING</th></tr><tr><th>2012</th><th>2013</th><th>2014</th><th>2015</th></tr></thead><tbody><tr><td>33%</td><td>43%</td><td></td><td></td></tr></tbody></table> <table border="1" data-bbox="1032 1090 1527 1283"><thead><tr><th colspan="4">Grade 3 NUMERACY</th></tr><tr><th>2012</th><th>2013</th><th>2014</th><th>2015</th></tr></thead><tbody><tr><td>19%</td><td>28%</td><td></td><td></td></tr></tbody></table>	Grade 3 READING				2012	2013	2014	2015	16%	32%			Grade 5 READING				2012	2013	2014	2015	33%	43%			Grade 3 NUMERACY				2012	2013	2014	2015	19%	28%			<p>Grade 3 2015 NAPLAN TARGET = 20%</p> <p>Grade 3 2014 performance target = 25%</p> <p>Grade 5 2015 NAPLAN TARGET = 20%</p> <p>Grade 5 2014 performance target = 30%</p> <p>Grade 3 2015 NAPLAN TARGET = 17%</p> <p>Grade 3 2014 performance target = 20%</p>
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	<p>Using teachers' assessments, increase the proportion of students achieving an A or B assessment in Speaking and Listening</p>	<table border="1"> <thead> <tr> <th colspan="4">Whole School Speaking & Listening</th> </tr> <tr> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>8.3%</td> <td>11.5%</td> <td></td> <td></td> </tr> </tbody> </table>	Whole School Speaking & Listening				2012	2013	2014	2015	8.3%	11.5%			<p>2015 Targeted performance = 20%</p> <p>2014 School performance target = 15%</p>
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<p>Student Engagement and Wellbeing</p>	<p>To strengthen student voice and students' personal learning skills and provide a student – centred, stimulating learning environment which engages students in their learning</p>	<p>1. To increase the score in the 'Learning Confidence' factor mean score of the Attitude to School Student survey</p> <p>2010 Score: 4.34 2011 Score: 4.33 2012 Score: 4.37 2013 Score: 4.19</p>	<p>2015 Targeted Score is 4.37</p>												

2. Using teachers' assessments, increase the proportion of students achieving an A or B assessment in Personal Learning

Whole School Personal Learning			
2012	2013	2014	2015
15.1%	15.7%		

2015 Targeted performance = 30%

2014 School performance target = 20%

Student Pathways and Transitions

To strengthen learning transition into, through and out of the school.

1. 90% or more of students from Years 1 - 6 to demonstrate a growth of 0.5 VELs achievement level in a 12 month period in Reading, Writing and Number. Prep students to demonstrate 1.0 VELs growth in their first year

Whole SCHOOL AUSVELS Learning Growth				
YR	2012	2013	2014	2015
Reading	88%	86%		
Writing	79%	84%		
Number	88%	92%		

2015 Targeted performance = 90% or more in Reading, Writing & Number

2014 School Performance Targets

	2014
Reading	90%
Writing	88%
Number	95%

2. Maintain the learning growth in Reading and Writing to be better than the NAPLAN State mean scaled score. To improve the learning growth in Numeracy to be in line with the NAPLAN State mean scaled score.

NAPLAN Learning Growth School Comparison Mean				
YR	2012	2013	2014	2015
Reading School	104	81		
Reading State	73	76		
Writing School	94	32		
Writing State	61	66		
Numeracy School	108	30		
Numeracy State	87	81		

2014 - Maintain the learning growth in Reading and Writing to be better than the NAPLAN State mean scaled score.

2014 - To maintain the learning growth in Numeracy to be in line or above NAPLAN State mean scaled score.

Implementation

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
<h3>Student Learning</h3>					
Foster high quality leadership which leads learning, builds leadership at all levels leads the school community and guides change.	High Quality Leadership Establish a Learning & Teaching coach for Chalcot Lodge Primary School.	PD Budget	Leader: Principal: Monica Ghirxi LT-Dean Napier	Term 2 Term 3	Leading Teacher to complete course through Monash University – “Coaching Skills for Educational Leaders” All classroom teachers involved in a peer observation and feedback session with the Learning & Teaching coach focusing on developing student Personal Learning skills. Students participating in Inquiry unit of work designed to develop metacognition (thinking about thinking), questioning skills and research skills. Documentation through termly projections.

	<p>Principal, Assistant Principal & Leading Teacher participating in personal coaching programs beyond the school.</p>	<p>Leadership PD sessions</p>	<p>Leader: Monica Ghirxi AP – Paul Poliviou LT – Dean Napier</p>	<p>Ongoing</p> <p>Term 2</p>	<p>Principal – participation in the BASTOW Principal Coaching Program.</p> <p>Assistant Principal- Mentored by Gill Grey, Principal Coral Park PS</p> <p>Leading Teacher to complete course through Monash University – “Coaching Skills for Educational Leaders”</p>
	<p>The development of a Leadership Operational set of Protocols</p>	<p>Every fortnight</p> <p>Staff Meeting</p>	<p>Leader: Monica Ghirxi</p>	<p>Term 3</p>	<p>By the end of Term 2, a set of Leadership Protocols developed to clearly show how the leadership interacts with others and makes decisions.</p> <p>Leadership team consult staff on the agreed leadership set of protocols.</p> <p>By the end of term 3, Leadership team adhering to the set of Leadership Operational protocols developed.</p>

Build teacher expertise and knowledge of the Australian Curriculum, especially to personalise the learning, engage students in the highest quality learning activities and to work in a flexible collaborative manner.	Documentation of evidence in relation to high quality teacher practises in line with the new AITSL teacher standards.	1 Staff meeting 2 PLT meetings	Leader: Monica Ghirxi All teaching staff	Term 1 Term 4	Teachers document the evidence of high quality teacher practises for Graduates, Proficient, Highly Accomplished and Lead teacher standards. During Mid Performance Reviews, all teachers critically reflect upon their skills, knowledge and performance against the AITL teacher standards.
	<u>Mathematics:</u> Develop appropriate Measurement pre / post-tests for Measurement using Mathletics as a one of the key resource tools.	PD Budget Allocated planning days Staff Meeting	Leader: Anastasia Christopoulos	Term 2	By the end of Term 4, class teachers using measurement pre and post tests data to inform curriculum planning and reporting. Students from Years Prep to 6 placed in differentiated learning groups according to their individual learning needs for measurement.
	<u>English:</u> <u>Speaking & Listening</u> Development of a Chalcot Lodge Learning Continuum for Speaking and Listening in Line with the Australian Curriculum. <u>Reading</u> Readers' Café – investigate the Readers' Café program which focuses on the learning and teaching of comprehension skills for Years Prep to 6.	PD Budget Allocated planning days Staff Meeting PD Budget Allocation of school visit days Staff Meeting	Leaders: David Evans Anne Tynan	Term 3 Term 1 and 2	By the end of Term 3, teachers using the draft Speaking and Listening Continuum in projection planning and weekly programming. Students in Years Prep to 6 participating in Speaking and Listening activities that focus on the skills highlighted in the Australian Curriculum. A member from each PLT to visit other schools implementing the Readers' Café Program and discussing their findings with the rest of the teaching staff.

		PLT Meeting		Term 3	By the end of Term 3 a decision made by teaching staff in relation to the implementation of the Reader's Café Program in 2015.
	<u>Writing</u> Review, refine and modify the newly developed Chalcot Lodge Writing Schedule.	Staff Meeting		Term 4	Teachers refine and modify the Writing Schedule for Foundation to Year 7. Students in Years Prep to 6 participating in writing activities that focus on the skills highlighted in the Australian Curriculum. Students participating in focussed writing activities according to their individual learning needs.

Student Engagement & Wellbeing

To strengthen student voice and students' personal learning skills and provide student centred, stimulating learning environment which engages students in their learning.	<u><i>Student Led Conferences:</i></u> Strengthen student voice and empower students to take responsibility for their own learning through the introduction of Student Led Conferences.	2 staff meetings Student Lead Conference Evening session	Leader: Principal Monica Ghirxi	Term 2	The introduction of Student Led Conference. Under the guidance of class teachers, students are given the opportunity to articulate their own learning to parents during a Student Led Conference evening at the end of Term 3.
	<u><i>Global Inquiry & Student Voice:</i></u> The Development of Global Inquiry Units of Work from Foundation to Year 6 focussing on 21 st Century Skills.	Curriculum Day with mentor Jenni Wilson 3 PLT projection planning days	Leader: Dean Napier	Term 1 Term 1, 2,3	Teachers develop and document Inquiry units using the Chalcot Lodge Global Inquiry Planner that include research, questioning and thinking skills.

		Staff Meeting		Term 3 Terms 1 to 4	Documentation of 'How Inquiry will Look Like' at Chalcot Lodge Students participate in lines of Inquiry that enable them to make decision and have a greater input into their own learning.
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Student Pathways & Transitions

To strenghten learning transitions into, through and out of the school.	<u><i>Student Transition</i></u> Strengthening the transition of students from Year Level to Year Level through greater Parental Input.		Leader: Principal Monica Ghirxi	Term 1 Term 1	Review and modify Parent Questionnaire in relation to their child's transition into the new class. The introduction of a Year level Parent Information Night to inform parents of classroom expectations, student learning and how they can help at home.
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	<u><i>Student Mapping</i></u> Using GradeXpert to document and track student at risk from Foundation to Year 6.	Curriculum Day PLT Meetings	Leader: Paul Poliviou	Term 1 to 4	Teachers input into GradeXpert students who have been identified as being at risk. Eg including: <ul style="list-style-type: none"> • PSD • ASD • Koorie • Students out of Home • Students at risk in English and Mathematics • ESL • Language Support • Students supported through SSSO
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				Term 1 to 4	Teachers completing Educational Learning Plans for students identified as being at risk (more than 1 year below the expected level).
				Term 1 to 4	Students deemed at risk (more than 1 year below expected level) progressing through their own individual Educational Learning Plans.