

Annual Implementation Plan 2013

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 Cathy Karis 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	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>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.</p> <p>To increase the Student Motivation and Teacher Effectiveness variables to 4.4 on the Student Attitudes to School Survey. Staff Opinion Survey to show Curriculum Coordination to be at 75 and Learning Environment to be at 82 . 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</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>

	punctuality		
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>

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 to increase their knowledge and effective use of the full range of leadership competencies, with a focus on developing instructional	<p>Professional learning on effective change management and school improvement.</p> <p>Develop understanding of leading instructional practice and how the implementation of this practice will maximise student learning.</p>	<p>Professional Development for all staff throughout the year.</p> <p>Professional Development for all staff Class /inter school visits</p>	<p>Principal</p> <p>Assistant Principal</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Effective teams across the school focusing on common goals, implementing agreed instructional practice and accountabilities.</p>

<p>leadership.</p>	<p>Develop 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 PLT's Fortnightly PLT meetings Mentoring and the introduction of Classroom observations</p>	<p>Principal, Assistant Principal and Class Teachers</p>	<p>Ongoing</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 induction support and mentoring.</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>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>Provide effective induction and support for all teachers new to the school and new to leadership roles.</p>	<p>Continue with S.I.T. – Strategic Intent Teams – to monitor and implement A.I.P. goals and targets</p> <p>Review these roles early in 2013 and included in Review process at Staff meetings and S.I.T. meetings</p> <p>Intensive formal Induction Program for new teachers prior to the commencement of the new school year run by the Assistant Principal and Induction Mentor</p>	<p>Principal, Assistant Principal and all staff</p> <p>Principal, Assistant Principal and all staff</p> <p>Assistant Principal, Induction mentor</p>	<p>Ongoing</p> <p>Throughout term 1</p> <p>Ongoing</p> <p>Week prior to commencement of 2013 school year.</p>	<p>Increased teacher involvement in school decision making.</p> <p>Increased role clarity and accountability. Performance and Development Plans of all staff linked to school goals.</p> <p>Greater commitment and clarity towards the school's values and goals.</p>
<p>Build the capacity of all teachers to implement purposeful teaching and learning.</p>	<p>Establish Professional Learning Teams (PLTs) that will effectively implement whole school planning expectations to align curriculum, pedagogy and assessment from P-6.</p>	<p>Workforce planning to establish effective PLT's. Professional development Mentoring and Class visits</p>	<p>Leadership Team PLT Leaders Class Teachers</p>	<p>Term 1 2013</p> <p>Ongoing</p>	<p>Effective PLT's operating across the school</p>

	<p>Complete the whole school Literacy Plan.</p> <p>Implement the school's Mathematics Plan.</p> <p>Implement the National Steiner Curriculum.</p> <p>Ensure that technology is used to support purposeful teaching and learning.</p>	<p>Teaching and Learning Team to have Literacy sub-group to complete our whole school Literacy Plan.</p> <p>Review the school's Mathematics plan and communicate expectations to teachers.</p> <p>College of Teachers' meetings to include discussion on the delivery of the National Steiner Curriculum and monitor the implementation throughout 2013.</p> <p>Regular staff meetings to include technology and sharing of resources</p>	<p>Assistant Principal and Literacy Leader</p> <p>Assistant Principal and Numeracy Leader</p> <p>College of Teachers</p> <p>Assistant Principal and ICT coordinator</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Monitor the implementation throughout 2013. Ongoing</p> <p>Ongoing</p>	<p>School Literacy Plan is documented and ratified by teachers.</p> <p>Teachers implement school expectations of teaching Mathematics at East Benteigh PS .</p> <p>Steiner curriculum is a practical, working document</p> <p>Regular use of technology to support purposeful teaching and learning across the school.</p>
<p>Embed improved assessment practices to promote teaching and learning.</p>	<p>Implement a consistent whole school assessment schedule.</p> <p>Provide support for teachers to deliver assessment requirements.</p> <p>Leadership team to collate school assessment data and to work with teachers to use the data to inform program planning and teaching.</p> <p>Consistent use of On Demand testing(Linear and Adaptive- Years 3-6) to better monitor student learning, inform</p>	<p>All teachers to have input into reviewing assessment schedule during S.I.T. meetings. Amend current Schedule.</p> <p>Source support required by teachers to implement assessment requirements. P.L.T'S - lead by Expert teachers To use student data to plan for effective teaching and learning.</p>	<p>Assistant Principal and all teaching staff</p> <p>Assistant Principal Literacy Support Tchr. and through timetabling</p> <p>Assistant Principal and P.L.T. leaders</p>	<p>Review Term 1, 2013</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All teachers regularly use assessment data to plan for student learning needs.</p> <p>All assessment data to be located in a central area to facilitate monitoring of individual students, cohorts and the effectiveness of whole school literacy and numeracy programs.</p>

	point of need teaching and assist in making more consistent judgements.	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.	P.L.T. leaders	Ongoing	
		Regular, scheduled moderation sessions at PLT meetings focussing on teacher judgement of student achievement and On Demand /NAPLAN results	Assistant Principal and P.L.T. leaders	Ongoing	Greater alignment between VELS teacher judgements and On Demand / NAPLAN data.

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.	Embed Personal Learning Domain in weekly program planning. Continue to enhance the capacity of all teachers to engage students and involve them more consistently in their learning.	Professional Learning sessions and sharing of what classes are doing in P.L.T. meetings Professional Learning and P.L.T. meetings	Wellbeing S.I.T leaders and all teachers Literacy and Numeracy coordinators and all teachers	Ongoing Ongoing	Personal Learning evident in teachers' weekly planning. Learning intentions 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 Level 4 P.L.T. leader	Term 1, 2013 and 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.	Continue to broaden partnerships with local organisations and the broader community. Introduce student led conferencing to all senior grades (Years 5 and 6). Implement Parent Engagement Policy	Professional Learning and focus during S.I.T. meetings Professional Learning to develop protocols and expectations about student led conferences Revisit with staff and parents through Staff meetings, School Council and uploaded to the website	All staff to continue to be involved in the wider community Assistant Principal and Level 4 Team Principal, Assistant Principal and all staff and parents	Ongoing Term 1, 2013 and implemented in Semester 2 Ongoing	Continue to promote East Bentleigh P.S. by engagement in the wider Community Students develop greater responsibility for their learning 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. Review Attendance Policy and strategies to promote regular attendance. Amend as necessary, promote and enforce.	Staff Meeting Leadership Meeting Parent Meetings / Forums Staff and S.I.T. meetings	Principal Assistant Principal Teachers Principal, Wellbeing Leader and all staff	Ongoing Term 1, 2013	Improved punctuality and attendance of students across the school.

STUDENT TRANSITIONS AND PATHWAYS

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key	How (Resources) the budget, equipment, IT, learning time, learning	Who the individuals or teams responsible for	When the date, week, month or term for	Achievement milestones the changes in practice or behaviours
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	improvement strategies	space	implementation	completion	
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	Implement school's transition policies, programs and procedures.	Staff and S.I.T. meetings regularly.	Leadership team and Transition and Pathways leader	Ongoing	Transition policies, procedures and associated leadership roles documented and communicated.
	Embed 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	
	Review and improve 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	
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.	Principal and Prep teachers Principal, Assistant Principal and Prep teachers	Term 1, 2013 and Ongoing Term 2, 2013 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	Ongoing	Improved student wellbeing and support for students entering secondary school