

School Annual Implementation Plan for 4314 Chatham Primary School 2014

Based on Strategic Plan 2012 - 2015

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Strategic Direction

	Goals	Targets	One Year Targets																																																										
Student Learning	<p><i>To improve learning outcomes for students from Prep to Year 6 in English and Mathematics</i></p> <ul style="list-style-type: none"> <i>Build teacher capacity through an evidence-based professional approach to the teaching of Literacy, in particular Writing and Numeracy.</i> <i>Increase the use of collaborative teams focused on improving teacher practice and student outcomes</i> 	<p>1. Increase the percentage of Year 3 and Year 5 students performing in the top two NAPLAN bands in reading, writing and numeracy by 2015 as follows:</p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>2011</th> <th>2015</th> <th>2011</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>75%</td> <td>44%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>70%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Spelling</td> <td>69%</td> <td>75%</td> <td>54%</td> <td>70%</td> </tr> <tr> <td>Numeracy</td> <td>77%</td> <td>80%</td> <td>38%</td> <td>75%</td> </tr> </tbody> </table> <p>2. Year 3 Writing: to improve from below the 20% of government schools (427, 2011) to be in top 20% (>442) based upon 2011 benchmarks</p> <p>3. Year 5 Writing: to improve from below the 20% of government schools (492, 2011) to be in top 20% (>510) based upon 2011 benchmarks</p> <p>4. Year 5 Numeracy: to improve from below the 20% of government schools (523, 2011) to be in top 20% (>530) based upon 2011 benchmarks</p> <p>5. Reduce to zero the percentage of students (deemed capable) performing at or below the National Minimum Standard in Reading, Writing and Numeracy</p>	Domain	Year 3		Year 5		2011	2015	2011	2015	Reading	70%	75%	44%	70%	Writing	56%	70%	20%	60%	Spelling	69%	75%	54%	70%	Numeracy	77%	80%	38%	75%	<p>1. The percentage of Year 3 and Year 5 students performing in the top two NAPLAN bands in reading, writing and numeracy by 2012 is as follows:</p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <th>2011</th> <th>2014</th> <th>2011</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>74%</td> <td>44%</td> <td>66%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>67%</td> <td>20%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>69%</td> <td>74%</td> <td>54%</td> <td>67%</td> </tr> <tr> <td>Numeracy</td> <td>77%</td> <td>80%</td> <td>38%</td> <td>66%</td> </tr> </tbody> </table> <p>2. Year 3 Writing: to improve from 427 in 2011 to be > 439 in 2014.</p> <p>3. Year 5 Writing: to improve from 492 in 2011 to be > 511 in 2014.</p> <p>4. Year 5 Numeracy: to improve from 523 in 2011 to be > 550 in 2014.</p> <p>5. Reduce to zero the percentage of students (deemed capable) performing at or below the National Minimum Standard in Reading, Writing and Numeracy</p>	Domain	Year 3		Year 5		2011	2014	2011	2014	Reading	70%	74%	44%	66%	Writing	56%	67%	20%	50%	Spelling	69%	74%	54%	67%	Numeracy	77%	80%	38%	66%
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2014 Benchmarks:

Yr 3	Reading	Writing	Spelling	Numeracy
Above	95%	97%	100%	98%
At	5%	3%	0%	2%
Below	0%	0%	0%	0%

Yr 5	Reading	Writing	Spelling	Numeracy
Above	95%	97%	98%	98%
At	5%	3%	2%	0%
Below	0%	0%	0%	2%

6. The percentage of students P – 6 performing above the expected level in teacher judgments against VELS in Literacy and Numeracy has increased as follows

	2011 Benchmarks	2014 Targets
Reading	59%	67%
Writing	48%	61%
Speaking & Listening	51%	62%
Number	51%	62%
Measurement	48%	62%

<p>Student Engagement and Wellbeing</p>	<p><i>To improve student engagement, connectedness and resilience.</i></p> <ul style="list-style-type: none"> <i>Provide an engaging, relevant and challenging child centered inquiry based curriculum</i> 	<p>1. The Teaching & Learning components of School Connectedness and Student Motivation of the Attitudes to School Survey will be in the fourth quartile% based on 2011 benchmarks.</p> <table border="1" data-bbox="824 352 1384 572"> <thead> <tr> <th></th> <th>2011</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.45 (3rd)</td> <td>4.58 (4th)</td> </tr> <tr> <td>Student Motivation</td> <td>4.62 (3rd)</td> <td>4.69 (4th)</td> </tr> </tbody> </table>		2011	2015	School Connectedness	4.45 (3 rd)	4.58 (4 th)	Student Motivation	4.62 (3 rd)	4.69 (4 th)	<p>1. The Teaching & Learning components of School Connectedness and Student Motivation of the Attitudes to School Survey will increase to the following in 2012.</p> <table border="1" data-bbox="1518 352 2078 572"> <thead> <tr> <th></th> <th>2011</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.45 (3rd)</td> <td>6.30</td> </tr> <tr> <td>Student Motivation</td> <td>4.62 (3rd)</td> <td>6.25</td> </tr> </tbody> </table>		2011	2014	School Connectedness	4.45 (3 rd)	6.30	Student Motivation	4.62 (3 rd)	6.25																						
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<p>Student Transitions and Pathways</p>	<p><i>To create improved learning pathways in, out and across the school</i></p> <ul style="list-style-type: none"> <i>Provide personal pathways through the school for each student based on individual developmental needs</i> 	<p>1. Increase the percentage of parents responding with agreement to the four transition items in the parent opinion survey to 90% or more by 2015.</p> <table border="1" data-bbox="792 759 1424 1270"> <thead> <tr> <th>Item</th> <th>Score</th> <th>Agree 2011</th> <th>Agree 2015</th> </tr> </thead> <tbody> <tr> <td>My child is well prepared for the next stage in their education</td> <td>5.35</td> <td>70%</td> <td>90%</td> </tr> <tr> <td>My child was supported well when they started back at school this year</td> <td>5.89</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>Before the end of last year, my child was well prepared for this year</td> <td>5.73</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>My child has been supported in their transitions at school</td> <td>5.81</td> <td>84%</td> <td>90%</td> </tr> </tbody> </table>	Item	Score	Agree 2011	Agree 2015	My child is well prepared for the next stage in their education	5.35	70%	90%	My child was supported well when they started back at school this year	5.89	84%	90%	Before the end of last year, my child was well prepared for this year	5.73	82%	90%	My child has been supported in their transitions at school	5.81	84%	90%	<p>1. Increase the percentage of parents responding with agreement to the four transition items in the parent opinion survey to the following by 2015.</p> <table border="1" data-bbox="1505 759 2136 1270"> <thead> <tr> <th>Item</th> <th>Score</th> <th>Agree 2011</th> <th>Agree 2014</th> </tr> </thead> <tbody> <tr> <td>My child is well prepared for the next stage in their education</td> <td>5.35</td> <td>70%</td> <td>95%</td> </tr> <tr> <td>My child was supported well when they started back at school this year</td> <td>5.89</td> <td>84%</td> <td>95%</td> </tr> <tr> <td>Before the end of last year, my child was well prepared for this year</td> <td>5.73</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>My child has been supported in their transitions at school</td> <td>5.81</td> <td>84%</td> <td>98%</td> </tr> </tbody> </table>	Item	Score	Agree 2011	Agree 2014	My child is well prepared for the next stage in their education	5.35	70%	95%	My child was supported well when they started back at school this year	5.89	84%	95%	Before the end of last year, my child was well prepared for this year	5.73	82%	90%	My child has been supported in their transitions at school	5.81	84%	98%
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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	Success indicators the changes in practice, behaviours or outcomes that indicate that the strategies are successful
Student Learning	<ul style="list-style-type: none"> Professional Devt provided for all staff in Literacy & Numeracy Classroom support for Literacy & Numeracy initiatives Level Planning incorporates Literacy & Numeracy initiatives. 	<ul style="list-style-type: none"> Professional Learning sessions Modelling lessons & teacher observations During all planning sessions 	<ul style="list-style-type: none"> Literacy & Numeracy Coordinators Literacy & Numeracy Coordinators Literacy & Numeracy Coordinators 	<ul style="list-style-type: none"> At least once a month Weekly Weekly & at term planning days. 	<ul style="list-style-type: none"> At least 1 Literacy and 1 Numeracy PD session conducted each month Literacy & Numeracy Coordinators have worked in classrooms at all levels across the school on a weekly basis Literacy, Numeracy and Curriculum Coordinators have regularly attended weekly, fortnightly and full day planning sessions at all levels.
Student Engagement and Wellbeing	<ul style="list-style-type: none"> Further develop Investigations in Prep & Year 1 Continue to focus on individualised instruction and a differentiated curriculum. 	<ul style="list-style-type: none"> Budget maintained, new equipment purchased & teachers released for school visits. These 2 levels to be allocated shared planning time Professional Development sessions conducted for all staff around Individualising instruction and planning time ensures 	<ul style="list-style-type: none"> Prep and Year 1 teachers Curriculum Coordinator and Level leaders 	<ul style="list-style-type: none"> Investigations undertaken at least 4 times each week in every Prep & Yr 1 classroom At least 1 session conducted each term & all planning sessions. 	<ul style="list-style-type: none"> 4 sessions per week taken in Prep & Year 1 classes Planning documents demonstrate the use of a differentiated curriculum in place in every classroom

	<ul style="list-style-type: none"> • Have a stronger focus on the teaching and learning of Science in our school 	<ul style="list-style-type: none"> • that a differentiated curriculum is in place • 2 – 0.5 TF Science teachers appointed with funding provided through DEECD grant for next 2 years. These teachers to mentor other teachers and to take lessons in all classes across the school 	<ul style="list-style-type: none"> • 2 teachers working 0.5 Time Fraction 	<ul style="list-style-type: none"> • Science is undertaken in classrooms every day 	<ul style="list-style-type: none"> • Science teachers have role modelled Science instruction in every classroom
Student Transitions and Pathways	<ul style="list-style-type: none"> • Prep Transition Program • Classroom visits and cross age activities • Year 6 Transition Conference 	<ul style="list-style-type: none"> • 3 day Transition program, • Kindergarten concert visit, • Yr 6 students to read to kindergarten children, • Prep teachers regular contact with feeder Kindergartens • Students to visit the next year's classrooms to meet new teachers • Buddy and Peer Support programs in place • Cross age activities across the school • Budget – student & school finance 	<ul style="list-style-type: none"> • Prep teachers • All staff • Year 6 teachers & Conference facilitator 	<ul style="list-style-type: none"> • Term 4 • Term 3 • Term 4 • All year • December • All year • Across the year • Term 4 	<ul style="list-style-type: none"> • Feedback from kindergarten teachers • Buddies meet at least once per term • Peer Support program in operation • At least 2 cross age activities conducted • Feedback sheets from teachers and Year 6 students