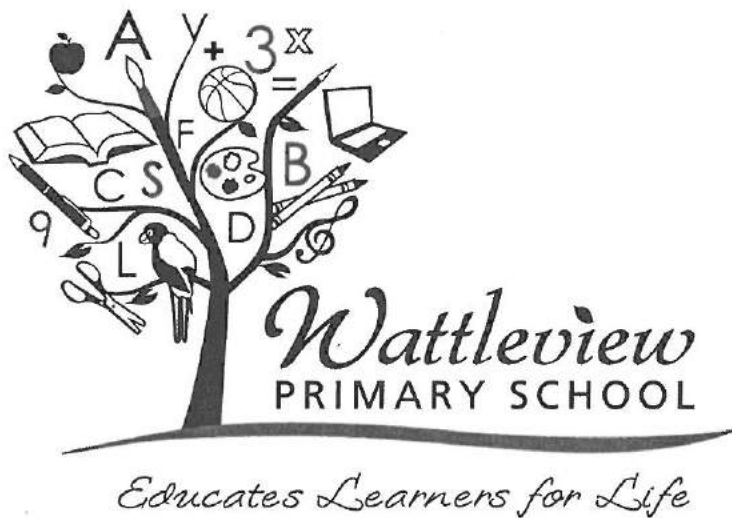


Annual Implementation Plan 2013 Wattleview Primary School 5012

Based on Strategic Plan developed for 2011 – 2014



Endorsement by School Council	Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.	
		ELAINE WILSON MARCH
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	DEBBIE LOCCO
		MARCH

Strategic Intent

	Goals	Targets	One Year Targets - 2013																																																																																																												
Student Learning	<p>Student Learning</p> <ol style="list-style-type: none"> 1 Build quality teacher instructional practice based on the e5 Model. 2 Use multiple sources of data to plan a personalised learning approach that : <ul style="list-style-type: none"> -reflects an understanding of how students learn, differentiates classroom programs for all students, makes learning explicit for each student. 3. Build teacher capacity for strong and distributed Instructional Leadership 	<p>TEACHER JUDGEMENTS</p> <p>By end of 2014 the percentage of students P-6 achieving above VELS expected levels (score A or B) by :</p> <p>Reading – 45% (2010 - 31%) Writing – 30% (2010 - 19%) Speaking and Listening 35% (2010 - 11%) Measurement Chance and Data – 35% (2010 - 10%) Number – 35% (2010 - 17%)</p>	<p>TEACHER JUDGEMENTS</p> <p>By end of 2013 the percentage of students achieving above VELS expected levels (score A or B) by :</p> <p>READING</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>P</td> <td>35.2</td> <td>27.3</td> <td>35.0</td> </tr> <tr> <td>1</td> <td>27.2</td> <td>39.3</td> <td>49.0</td> </tr> <tr> <td>2</td> <td>17.9</td> <td>41.2</td> <td>69.0</td> </tr> <tr> <td>3</td> <td>37.8</td> <td>37.9</td> <td>43.0</td> </tr> <tr> <td>4</td> <td>42.4</td> <td>41.1</td> <td>44.0</td> </tr> <tr> <td>5</td> <td>29.1</td> <td>41.6</td> <td>33.0</td> </tr> <tr> <td>6</td> <td>50.0</td> <td>23.9</td> <td>40.0</td> </tr> </tbody> </table> <p>WRITING</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>P</td> <td>35.5</td> <td>15.9</td> <td>16.0</td> </tr> <tr> <td>1</td> <td>9.1</td> <td>28.6</td> <td>21.0</td> </tr> <tr> <td>2</td> <td>3.6</td> <td>14.7</td> <td>46.0</td> </tr> <tr> <td>3</td> <td>24.3</td> <td>13.8</td> <td>23.0</td> </tr> <tr> <td>4</td> <td>30.3</td> <td>24.2</td> <td>22.0</td> </tr> <tr> <td>5</td> <td>8.3</td> <td>36.1</td> <td>33.0</td> </tr> <tr> <td>6</td> <td>26.9</td> <td>19.5</td> <td>33.0</td> </tr> </tbody> </table> <p>SPEAKING AND LISTENING</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>P</td> <td>16.1</td> <td>15.9</td> <td>16.0</td> </tr> <tr> <td>1</td> <td>3.0</td> <td>10.7</td> <td>19.0</td> </tr> <tr> <td>2</td> <td>7.1</td> <td>14.7</td> <td>30.0</td> </tr> <tr> <td>3</td> <td>32.4</td> <td>9.7</td> <td>43.0</td> </tr> <tr> <td>4</td> <td>24.3</td> <td>11.8</td> <td>37.0</td> </tr> <tr> <td>5</td> <td>4.2</td> <td>30.5</td> <td>33.0</td> </tr> <tr> <td>6</td> <td>34.6</td> <td>32.6</td> <td>33.0</td> </tr> </tbody> </table> <p>MEASUREMENT</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>P</td> <td>6.5</td> <td>4.5</td> <td>6.0</td> </tr> <tr> <td>1</td> <td>3.0</td> <td>17.9</td> <td>19.0</td> </tr> </tbody> </table>		2011	2012	2013	P	35.2	27.3	35.0	1	27.2	39.3	49.0	2	17.9	41.2	69.0	3	37.8	37.9	43.0	4	42.4	41.1	44.0	5	29.1	41.6	33.0	6	50.0	23.9	40.0		2011	2012	2013	P	35.5	15.9	16.0	1	9.1	28.6	21.0	2	3.6	14.7	46.0	3	24.3	13.8	23.0	4	30.3	24.2	22.0	5	8.3	36.1	33.0	6	26.9	19.5	33.0		2011	2012	2013	P	16.1	15.9	16.0	1	3.0	10.7	19.0	2	7.1	14.7	30.0	3	32.4	9.7	43.0	4	24.3	11.8	37.0	5	4.2	30.5	33.0	6	34.6	32.6	33.0		2011	2012	2013	P	6.5	4.5	6.0	1	3.0	17.9	19.0
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NUMBER			
	2011	2012	2013
P	25.8	27.3	25.0
1	18.2	25.0	30.0
2	14.3	20.6	50.0
3	32.4	31.0	46.0
4	21.2	23.5	28.5
5	25.1	25.0	33.0
6	30.7	28.2	33.0

NAPLAN

To reduce the percentage of students deemed capable who are achieving below the national minimum standards in reading, writing and numeracy to nil

To improve the percentages of students achieving in the top two bands as follows

Year 3 - % at Bands 5&6
 Reading - 54 % (2012- 38.5%)
 Writing - 46% (2012 - 23.1%)
 Number - 47 % (2012 - 40%)
Year 5 - % at Bands 7&8
 Reading - 35 % (2012 - 26.4%)
 Writing - 25% (2012 - 21.3%)
 Numeracy 18% (2012- 16.7%)

ENGLISH ONLINE INTERVIEW

To improve the percentage of students at group 3 and above in each year level P-2 for reading, speaking and listening and writing to 90%

NAPLAN

To reduce the percentage of students deemed capable who are achieving below the national minimum standards in reading, writing and numeracy to nil

To improve the percentages of students achieving in the top two bands as follows

Year 3 - % at Bands 5&6
 Reading 50% (2010 - 47%)
 Writing - 50% (2010 - 44%)
 Number - 45% (2010 - 34%)
Year 5 - % at Bands 7&8
 Reading - 45% (2010 - 37%)
 Writing - 35% (2010 - 18%)
 Numeracy 35% (2010 - 18%)

ENGLISH ONLINE INTERVIEW

To improve the percentage of students at group 3 and above in each year level P-2 for reading, speaking and listening and writing to 90%

STAFF OPINION SURVEY

By 2014 Staff Opinion Survey data will show

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		<p>an improvement in Curriculum Processes at or above 4.0 (2010 - 3.2) By 2014 Staff Opinion Survey data will show an improvement in Employee Development at or above 4.25 (2010 - 3.6) By 2014 Staff Opinion Survey data will show an improvement in Engaging Practice at or above 4.1 (2010 - 3.4)</p>	<p>an improvement in Curriculum Processes at or above 4.3 (2012 - 4.0) By 2013 Staff Opinion Survey data will show an improvement in Employee Development at or above 4.0 (2012 - 3.8) By 2013 Staff Opinion Survey data will show an improvement in Engaging Practice at or above 4.1 (2012 - 3.9)</p> <p>INSUFFICIENT DATA FOR 2013 DUE TO INDUSTRIAL ACTION</p>
<p>Student Engagement and Wellbeing</p>	<p>Student Wellbeing</p> <p>1. Provide a stimulating learning environment, that focuses on the promotion of positive relationships; resilience, wellbeing and engagement in learning</p>	<p>By 2014 student absence data will show an improvement for year levels and cohorts so the averages decline 2011 - 2014 and stabilise at 12.5 (2010 - 13.2) By 2014, the school mean in the years 5 & 6 School Connectedness component of the Attitudes to School Survey to be at or above 4.45 (2010 - 4.16) By 2014, the school mean in the Years 5 & 6 Student Safety component of the Attitudes to School Survey to be at or above 4.45 (2010 - 4.08) By 2014 the school mean in the Years 5 & 6 Stimulating Learning component of the Attitudes to School Survey to be at or above 4.3 (2010 - 3.90)</p>	<p>By 2013 student absence data will show an improvement for year levels and cohorts so the averages decline in 2011 and stabilise at 12.0 (2012 - P 16.84, Yr1 14.39, Yr2 13.6, Yr3 9.93, Yr4 11.84, Yr5 9.06, Yr6 9.0) By 2013, the school mean in the years 5 & 6 School Connectedness component of the Attitudes to School Survey to be at or above 4.40 (2012 - Yr5 4.34, Yr6 4.20) By 2013, the school mean in the Years 5 & 6 Student Safety component of the Attitudes to School Survey to be at or above 4.30 (2012 Yr5 4.11, Yr6 4.19) By 2013 the school mean in the Years 5 & 6 Stimulating Learning component of the Attitudes to School Survey to be at or above 4.1 (2012 - Yr5 3.93, Yr6 3.70)</p>
<p>Student Pathways and Transitions</p>	<p>1. To improve student's readiness for the next stage of learning.</p>	<p>By 2014 the school mean in parental satisfaction with the quality of student transitions to be at or above 5.70 (2010 - at 5.44)</p>	<p>By 2013 The parental satisfaction with the quality of student transitions to be 5.60 or higher. (2012 - 5.94)</p>

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
<p>1. Build quality instructional teacher practice based on the e5 Model.</p> <p>2. Use multiple sources of data to plan a personalised learning approach that: -reflects an understanding of how students learn, differentiates classroom programs for all students, makes learning explicit for each student.</p> <p>3. Build teacher capacity for strong</p>	<p>Consolidate e5 professional learning Practices</p> <p>Use a range of data sets with a focus on Reading, Writing and Number. Use of Maths Online, On Demand etc for consistent assessment approach across P-6</p>	<p>Staff Professional Learning Forums</p> <p>Professional Learning- Forums to analyse data and inform planning in Literacy and Numeracy</p>	<p>E5 Facilitators</p> <p>Marg Roberts All Staff/Student</p>	<p>Weekly meetings are allocated for Professional Learning Forums</p> <p>Terms 2 and 3</p> <p>Term 2 and ongoing</p> <p>Ongoing</p>	<p>Learning Intentions and Success criteria to be evident in each room. Evidence of student goal setting, reflective practices; critical thinking and a variety of thinking tools appropriate to the task across P-6</p> <p>Continued use of ICT in classroom and during lab sessions i.e. Use of computers to present and display work. Ensure full usage of the computer lab through timetabled class allocations.</p>
<p>3. Build teacher capacity for strong</p>	<p>Continue to implement whole school curriculum using planning</p>	<p>Moderation sessions in the areas of Literacy and Numeracy</p>	<p>Karen</p>	<p>Informally throughout the year. Formal sessions will be on or staff meeting</p>	<p>Evidence of a whole school approach to the teaching of Literacy and Numeracy. Demonstrate greater</p>

<p>and distributed Instructional Leadership</p>	<p>documentation – taking into account the Australian Curriculum through the AB Cycle. Maths and English scope and sequence charts. Develop thinking processes within maths. Explicit teaching of skills. Common glossary of terms</p> <p>Improving pedagogy in Maths by linking everyday life experiences to maths to make concepts relevant.</p> <p>Focus on the teaching of automatic response to tables and number facts through explicit teaching practices.</p> <p>Stream sessions of maths in L2-L4 allowing for 5 or more groups to be operational in each session.</p>	<p>Development:</p> <p>Development of Scope and Sequence chart in explicit concepts eg: Develop a reading strategy continuum P-6 for consistency and growth.</p> <p>Improved computer system – continue leasing of 80 computers – to enable better access and reliability of system.</p> <p>Continued Professional Learning /Sharing</p> <p>Curriculum Coordinators to lead whole school in Literacy and Numeracy</p> <p>Continue investigations of National Curriculum and use of 18 month Literacy /Numeracy strategy plans</p> <p>Put extra resources into this area of the curriculum</p>	<p>Marg</p> <p>All staff</p> <p>Karen / Chris and all staff</p> <p>All staff</p> <p>Elaine and Marg to be timetabled</p>	<p>agendas in Term 2 and Term 4.</p> <p>Ongoing planning at weekly staff forums</p> <p>3 sessions per week at each level.</p>	<p>knowledge of continuums and developmental overviews.</p> <p>Improvement in correlation between NAPLAN and Teacher Judgement data</p> <p>Reading/Writing - strategies will be consistent through the use of a P-6 Scope and Sequence chart.</p> <p>Evidence of the Wattleview PS Assessment Scope and Sequence chart being used in planning documentation.</p> <p>Evidence of moderation through assessment practices</p> <p>Evidence of sequential Literacy and Numeracy activities in planning documentation</p> <p>Improvement in NAPLAN and Teacher Judgement Data in Number</p>
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<p>1 Embed a whole school engagement and well-being action plan within a stimulating learning environment, that includes proactive strategies that focus on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning.</p>	<p>Reduce student absences by continuing to monitor their attendance through regular communication links via school and home.</p> <p>Increase school connectedness by consolidating our shared beliefs with students and staff by reinforcing the school's purpose and values</p> <p>Improve student safety by</p>	<p>Continue to acknowledge student attendance via assemblies.</p> <p>Class Discussions</p> <p>Level meetings</p> <p>Whole school assemblies</p> <p>Continue to run</p>	<p>Karen and staff</p> <p>Office Personnel</p> <p>All staff</p> <p>All staff /</p>	<p>Each term at assembly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Continued decrease in average number of days students are absent.</p> <p>Improvement in Student Attitudes to School data in regards to school connectedness</p> <p>Improvement in Student Attitudes to School data in</p>
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<p>focussing on cyber bullying and general bullying through ICT and current social competencies programs. Continued implementation of 'Solving the Jigsaw' in Level 3 and maintain throughout Level</p>	<p>Restorative Practices when dealing with student issues.</p>	<p>students</p>	<p>regards to school safety.</p>
<p>1. Plan and implement transitions programs and pathways for all students through the school, with a focus on students with identified needs and the transition between years 2 and 3.</p>	<p>Continue to monitor transition processes and organisation</p> <p>Ensure regular staff discussion and follow up during staff meetings and learning forums</p> <p>Parent tips in the newsletter in regards to Transition</p> <p>Make explicit to the parents strategies being utilised to prepare students for transition into new year</p>	<p>Curriculum delivery through Australian Developmental Curriculum, Inquiry based learning and Reflective Practices.</p> <p>Solving the Jigsaw to be implemented during class time,</p> <p>Level 3 and 4 with Jane and Andrew</p> <p>Parent Community</p> <p>All teaching and ESO staff.</p>	<p>Improved scores in aggregated Year 5 and 6 means for Stimulating Learning Environment. Results for Year 5 and 6 to be more comparable and gender differences to be more comparable.</p>
	<p>As above</p>	<p>Staff meetings and forums</p> <p>Through school newsletter items and Level newsletters</p> <p>Newsletters</p> <p>Information nights</p>	<p>Improvement in the Parent Satisfaction Survey in the area of Quality of Student Transitions to 5.60</p>
	<p>Each term</p> <p>Term 4</p>	<p>All staff</p> <p>Karen</p>	<p>Ongoing</p> <p>Term 2-4</p> <p>Ongoing</p>

	<p>level</p> <p>Establish common procedures throughout the school for student in year levels other than prep</p> <p>Specific transition programs at Prep entry and Year 6 exit to deal with student concerns.</p>	<p>Staff meetings and learning forums</p>	<p>Ongoing</p>	
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