State Government
Victoria

Department of Education and
Early Childhood Development

Annual Implementation Plan 2014
Elwood Primary School
3942

Based on Strategic Plan developed for 2013 -2016

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To maximise student learning across all curriculum areas, with a focus on literacy and numeracy.	Using the 2011 data as a benchmark, ensure that 40% of students achieve a 'high relative gain' against NAPLAN matched cohort data in reading and numeracy. Increase the proportion of Year 3 students achieving at or above band 4 and Year 5 students achieving at or above band 6 in all elements of NAPLAN to be above 90%	30% of students achieve a 'high relative gain' against NAPLAN matched cohort data in reading and numeracy. Increase the proportion of Year 3 students achieving at or above band 4 and Year 5 students achieving at or above band 6 in all elements of NAPLAN to be above 80%
Student Engagement and Wellbeing	To improve student engagement and wellbeing.	Improve the percentile rankings of all elements of the student Attitudes to School Survey to be above the third quartile.	Improve percentile rankings from 2012 with an aim of moving rankings into the third quartile
Student Pathways and Transitions	To ensure a positive transition experience as students move into, through and out of the school.	The aggregated score for the transitions elements on the parent survey will be at or above 6.00.	Continue to build the capacity of all teachers to practice customised, evidence-based teaching and assessment in their classroom to ensure transition between teachers and the handover of information Continue to build on and enhance educational pathways for all students in the Elwood Educational Hub/Precinct

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
To build the capacity of all staff to improve the literacy and numeracy outcomes for all students through an approach that personalises learning with the aim of developing self-directed learners.	**Ensure that numeracy planning reflects the focus on personalised learning for all students:** ▪ Consistently use, and continue to refine, the agreed school beliefs about effective learning and teaching in maths to underpin decisions made in relation to planning and curriculum development. ▪ Continue to build the capacity of Level maths leaders through professional learning and collegiate mentoring and coaching ▪ Ensure that the agreed instructional model for maths teaching across the school ie inquiry is being implemented consistently within and across teaching Levels. ▪ Continue to formally articulate and document the school's agreed approach to maths learning and teaching, including the development of school-wide scope and sequence documents and agreement around the 'big ideas and concepts'	Through level and leadership team meetings Maths team to be part of the process Regular maths team meetings Through maths team meetings and coaching Through maths team meetings and coaching	Maths team / Leadership team Assistant Principal Assistant Principal Assistant principal & learning and Teaching Coach Assistant Principal	Semester 1&2	As per 2013 strategic plan and AIP and: • Documented scope and sequence documents, including a focus on key mathematical concepts and ideas • Planning to include rubrics, success criteria and learning goals • Increased access to teacher resources and effective use of these to support planning and develop teacher knowledge and skill

	- Further develop effective formative and summative assessment practices and the tools necessary to identify student learning needs and monitor progress and achievement, including a focus on developing rubrics, success criteria and achievement goals. - Continue to build the capacity of teams to collaboratively plan and implement effective units of work in maths – further develop planning protocols and processes - Continue to provide teachers with the resources they need to build their own knowledge and skills - Continue to build the capacity of Level Maths leaders to lead their teams in differentiating the maths curriculum and personalising the maths learning for all students through ongoing PD - Focus teacher attention on the selection of effective learning tasks which align with the instructional model and personalised learning – continue to build teacher resources.	Through maths team meetings and coaching			

	Ensure that Literacy Planning reflects the focus on personalised learning for all students: ▪ Implement and refine a consistent, data and evidence-based, whole-school approach to the teaching of spelling ▪ Sustain working with school-based coach and key literacy coordinators and staff to continually improve teaching and learning in all areas of literacy ▪ Continue to design and implement an effective Literacy Action Plan to guide school-wide literacy improvement ▪ Establish Literacy Team responsible for leading the literacy planning in each level	Literacy Team Meetings & Level Meetings Through reflection against the school learning and Teaching policy	Literacy Team, assistant principal and Learning and Teaching Coach Assistant principal & Level leaders Principal	Semester 1 & 2 Term 1	As per 2013 strategic plan and AIP and: • Consistent approach to the teaching of spelling within and between year levels • Continue working in Learning Teams around learning Intentions and success criteria, monitoring student achievement in Literacy with continued focus on Speaking and Listening • Curriculum delivery will be consistent with documented beliefs about Literacy teaching and learning
Embed distributive leadership, processes and protocols to ensure highly effective and rigorous organisational structures	**Leadership:** ▪ Continue to build the capacity and effectiveness of the leadership team through Targeted PD opportunities ▪ Further develop PLTs to lead and embed school culture in terms of purpose, structure, visibility, protocols, communication and accountability	Leadership team meetings and structured PD Leadership team conference	Principal, assistant principals & George Otero	Semester 1 & 2 Ongoing	• All leaders taking part in focussed leadership development

Study Tour to New Mexico	▪ Embed the coordination of work and communication between the various staff groups and develop accountability practices to ensure that the school's high expectations and agreed plans are met. ▪ Further explore the philosophy behind the school model in "Creating Powerful Learning Relationships" that Elwood PS uses	Study tour to New Mexico in March with10 staff from 3 schools	Principal and George Otero	Term 1 school holidays	

Ensure that students develop a positive sense of self-worth, confidence and wellbeing through highly engaging learning activities that focus on the school values of resilience, respect, empathy, integrity and responsibility.	**Ensure that all teaching and learning approaches have rigour and challenge at an appropriate level for each child:** • Continue to support staff in Literacy and Numeracy Planning that reflects the focus on personalised learning for all students. (See Student Learning Key Improvement Strategies) • Monitor and review intervention support for identified students in Grades 2 to 6, continuing to provide professional development for all staff to fully implement intervention programs, strategies and tools **Review and further develop the effectiveness of all intervention programs, especially any ESL and welfare-focussed programs:** • Provide professional learning opportunities for teachers in identified areas such as Auditory Processing difficulties, Dyslexia, Mental Health issues and Autism • Ensure staff are familiar with New Arrivals Protocols and Assessment profiles and are working with DEECD SMR New Arrivals Outreach Officers • Online resources are made available and accessible to all staff via the Staff Share and access to	PD through Leadership meetings & Leadership team conference Leadership team, welfare team	Principal, Assistant Principals and Level Leaders Principal and Leadership Team Principal and leadership team	Ongoing Ongoing Ongoing Ongoing Ongoing	As per 2013 strategic plan and AIP and: • Continue working in Learning Teams around learning Intentions and success criteria • Regular welfare meetings have been held to support students • ILPs identifying goals to support individual student's learning are established each term, monitored and reassessed per term • All avenues are explored to ensure the highest level of support for all children and their families • All staff are aware of Welfare and Wellbeing procedures and support services that can be used to support children in their class • Continued support for students and families through visiting teachers and DEECD SSSO's

	outside expertise is being used • Welfare Meeting structure continues to support classroom teachers in addressing the needs of identified students with continued focus on ILPs • Spread sheets and information collation continues **Reflect on and develop a school culture which holds student wellbeing and engagement at its core:** ▪ Articulate and document school wide beliefs and practices about the development of an effective classroom climate and the characteristics necessary to ensure high levels of student wellbeing and engagement ▪ Publish these beliefs and practices and share with parents and the community ▪ Refine the use of reflection tools to support teachers in developing their positive classroom climate ▪ Reflect on and further enhance the whole school approach to the development of positive attitudes and behaviour, with a focus on articulating a consistent approach to behaviour management which		Welfare team, Principal & assistant Principals		As per 2013 strategic plan and AIP and: • Parent flyer developed and included in enrolment packs • Reflection tools used bi-annually by teachers to monitor and develop the effectiveness of their classroom climate • Documented agreement re whole school approach to the development of a positive school culture, including agreed behaviour management practices

	reflects the schools values ▪ Further develop a school wide approach to student goal setting and a shared responsibility for monitoring progress and measuring achievement				• Improved Student Attitude to School, Parent Satisfaction and Staff Opinion data in relation to student engagement and behaviour
	• Further develop links between Elwood College, Poets Groove and Elwood PS • Further embed student voice in classroom through a personalised curriculum • Review grade 6 leadership program for its impact on school decision making processes • Analyse absence data and address any trends through identified its not ok to be away strategies • Continued RSG strategies and transition plans developed through Poets Groove and EPS				As per 2013 strategic plan and AIP and: • Learning Hub actions implemented • Focussed grade 6 leadership program embedded • A declining absence trend established • Successful K-P transition implemented and accessed by students
Continue to build the capacity of all teachers to practice customised, evidence-based teaching and assessment in their classroom.	**Continue to refine the system of tracking the progress of every student as they move through the school P-6 to be highly efficient, manageable and accessible to all:** • Ensure consistent use of the Assessment schedule and record keeping using the Record of	Leadership and welfare team	Assistant Principals and	Ongoing	• Electronic data system investigated by team and decision

	Student Achievement documents • Make provision for effective end-of-year hand-over meetings to ensure that teachers are well informed of the needs and circumstances of their students • Investigate electronic data systems for tracking such as SPA to enhance current practices	focus	welfare team		on trialling of system to be used
Continue to build on and enhance educational pathways for all students in the Elwood Educational Hub/Precinct	**Refine a strategy that ensures smooth transition from Pre-school, for students arriving during the year, between year levels and into secondary school:** • Continue to develop cross-level transition processes such transition between grade levels in term 4 • Participate in EC transition events to enhance Year 6 – 7 transition out of EPS • Invite exited Year 6 students back to an annual transition review meeting to track transition successes and identify areas for improvement • Investigate further opportunities to collaborate with EC staff and students and make use of EC facilities to enhance the learning	Through RSG, 6 to 7 transition and internal transition Focussed development through HUB meetings Through HUB meetings and leadership meetings	Assistant Principals and Transition coordinators Leadership Team and Principal class Year 6 transition coordinator and Assistant Principal Hub Committee	Semester 1&2 Semester 1 & 2 Ongoing	As per 2013 strategic plan and AIP and: • Successful Yr6 to 7 Transition Program implemented and accessed by students • Exited Yr6 students assisting in the collation of data regarding success of transition • Areas of improvement around Yr6 to 7 Transition identified

	of EPS students • Develop a strategy that ensures smooth transition from Pre-school, for students arriving during the year, between year levels and into secondary school. • Continue to strengthen relationships between stakeholders to ensure the implementation of the goals of the Elwood Educational Hub/Precinct.				• Investigate "within" school transitions • Continue HUB planning and committee, working on communication and high profile of HUB