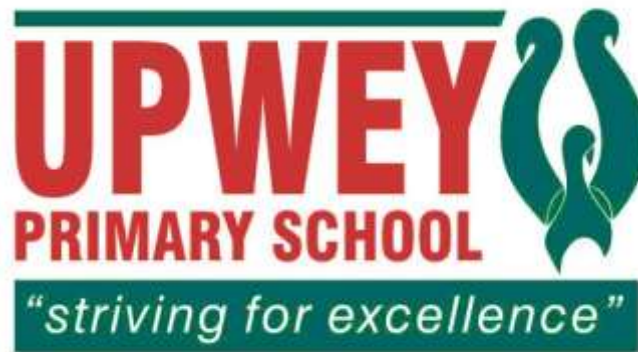


UPWEY PRIMARY SCHOOL 4530

Annual Implementation Plan 2015 Based on Strategic Plan developed for 2012-2015



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.	✓
		<table border="0"> <tr> <td>Malcolm Aspinall Principal</td> <td>Andrew Gannon School Council President</td> </tr> </table>
Malcolm Aspinall Principal	Andrew Gannon School Council President	
Endorsement by Office	Insertion of a tick (✓) in the next column indicates that the Senior Advisor has endorsed this Annual Implementation Plan	
		Phillip White

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>Improve student learning outcomes in literacy and numeracy from Prep to Year 6.</p>	<p>AusVELS. By 2015 each student, deemed capable, to improve more than one VELS level over each two year period from Year 1 to Year 6; and all preps, deemed capable, to achieve level one as a minimum.</p> <p>By 2015 improve the percentage of students in Years P-6 achieving at or above their indicative levels in reading, writing and numeracy.</p> <p>NAPLAN By 2015 show a decreasing number of students in Years 3 and 5 achieving below Bands 3 and 5 respectively for reading, writing, spelling, grammar and punctuation.</p> <p>By 2015 reduce the percentage of students deemed capable below national minimum standard to zero.</p> <p>By 2015 improve the numeracy matched cohort growth to equal the state mean.</p>	<ul style="list-style-type: none"> • By end of 2015, at least 85% of students in Years Prep to Year 6 (deemed capable) to be at or above their indicative AusVELS level in Reading from Teacher Judgements against the AusVELS. • By end of 2015, at least 85% of students in Years 3 & 5 6 (deemed capable) to be at or above National Minimum Standard in Writing from NAPLAN data. • By end of 2015, at least 85% of students in Years 3 & 5 6 (deemed capable) to be at or above National Minimum Standard in Reading from NAPLAN data. • By end of 2015, at least 85% of students in Years 3 & 5 6 (deemed capable) to be at or above National Minimum Standard in Numeracy from NAPLAN data. • NAPLAN results for Years 3 & 5 Numeracy, Reading, Writing, Spelling, Grammar & Punctuation to have less than 10% of students achieving below Bands 3 and 5 respectively. • NAPLAN results for Years 3 & 5 Reading, Writing, Spelling, Grammar & Punctuation to show an increase to at least 80% of students achieving above Bands 3 and 5 respectively. • By the end of 2015 have 85% of Years 5 & 6 students achieving Stanine 5 or above in the PAT Reading Comprehension testing. • By the end of 2015 have 85% of Years 5 & 6 students achieving Stanine 5 or above in the PAT Reading Vocabulary testing. • By the end of 2015 have at least 75% of Years 5 & 6 students achieving Stanine 5 or above in the PAT Mathematics testing.

<p>Student Engagement and Wellbeing</p>	<p>To have all students feel connected to school and engaged in stimulating learning.</p>	<p>Variable scores on the attitudes to school survey for</p> <ul style="list-style-type: none"> • Teacher empathy to be at least 4.5 (currently 4.21). • Stimulating learning to be at least 4.3 (currently 3.97). • School connectedness to be at least 4.6 (currently 4.21). • Student safety to be at least 4.7 (currently 4.56). <p>Average days absent across the school to be 13 days or less. (Currently 15.7)</p>	<ul style="list-style-type: none"> • Attitudes to School Survey – increase <i>“Teacher Empathy” from 4.18 in 2012 to at least 4.50 in 2015</i> <i>“Stimulating Learning” from 3.64 in 2012 to at least 4.30 in 2015</i> <i>“Connectedness to School” from 4.02 in 2012 to at least 4.60 in 2015</i> <i>“Student Safety” from 4.17 in 2012 to at least 4.70 in 2015</i> • Parent Opinion Survey – Increase <i>“Student Motivation” from 6.18 in 2014 to at least 6.40 in 2015</i> <i>“Stimulating Learning” from 6.24 in 2014 to at least 6.40 in 2015</i> <i>“School Connectedness” from 6.27 in 2014 to at least 6.40 in 2015</i> <i>“General Satisfaction” from 6.05 in 2014 to at least 6.40 in 2015</i> <i>“Student Safety” from 6.17 in 2014 to at least 6.00 in 2015</i> • Achieve student absence rate to decrease from 12.7 in 2014 to no more than 11.0 days per student in 2015. • Maintain the student absence for- Year 2 Cohort - from 9.2 in 2014 as Year 1s to 0.0 or below in 2015 Year 3 Cohort - from 4.5 in 2014 as Year 2s to 5.0 or below in 2015 Year 4 Cohort- from 6.7 in 2014 as Year 3s to 7.0 or below in 2015 Year 5 Cohort- from 6.5 in 2014 as Year 4s to 7.0 or below in 2015 Year 6 Cohort- from 4.3 in 2014 as Year 5s to 5.0 or below in 2015 • Reduce the student absence according to the following table- Prep- from 34.6 in 2014 at 10.0 or below in 2015 Year 1 Cohort - from 34.6 in 2014 Preps at 12.0 or below in 2015
<p>Student Pathways and Transitions</p>	<p>To enhance the transition of students into, within and out of the school in order to realise their full academic and social potential.</p>	<p>By 2015 the mean for the transition variable on the parent opinion survey to be 6.6 or greater. (current 6.31)</p> <p>By 2015 the mean for the general satisfaction variable on the parent opinion survey to be 6.6 or greater. (current 6.05)</p> <p>Establish student satisfaction benchmarks/targets with students new to the school.</p>	<ul style="list-style-type: none"> • Parent Opinion Survey – Increase <i>“Student Transitions” from 6.01 in 2012 to at least 6.60 in 2014</i> <i>“General Satisfaction” from 6.07 in 2012 to at least 6.60 in 2014</i> <i>“Homework” from 5.04 in 2012 to at least 6.0 in 2014</i> • Survey students on their school satisfaction level. (Rating scale identical to Attitudes to School survey with a 1 to 5 rating)

Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	Who the individuals or teams responsible for implementation	Achievement milestones the changes in practice or behaviours
<p>Embed a whole school approach to teaching, learning and assessment that ensures purposeful and explicit learning for every student.</p> <p>Enhance purposeful teaching practices by building staff capacity within a framework of collaborative teams.</p>	<ul style="list-style-type: none"> ▪ Evaluate effective implementation of weekly and term curriculum planning tools across the school. ▪ Evaluate the use of three way conferences and individual learning portfolios. ▪ Evaluate the use of assessment rubrics based on Gardiner’s Multiple Intelligences/Blooms Higher Order Thinking- including an evaluation of the Thinking Tools Planner ▪ Evaluate the use of Circle times daily across the school. Use the opportunity for Personal Commentary, Social Perspectives & Personal Best Reflection. ▪ Evaluate the implementation of Inquiry Units based on School Wide Concepts incorporating annual themes and use rubrics for assessment. 	<p>All Teachers</p> <ul style="list-style-type: none"> - presenting and detailing planners to the Principal. <p>Curriculum Co-ordinator</p> <ul style="list-style-type: none"> - Review of PL on conferencing methodology. <p>English Co-ordinator and Early years Literacy Co-ordinator</p> <ul style="list-style-type: none"> - Review the School Writing display each term (grade demonstration of writing from draft to final copy). <p>Curriculum Co-ordinator</p> <ul style="list-style-type: none"> - to complete a review and debriefing on progress and effective use of 3 circle times <p>eLearning Co-ordinator</p> <ul style="list-style-type: none"> - complete a review of PL for staff on how to use SPA data to track progress. <p>Curriculum Co-ordinator</p> <ul style="list-style-type: none"> - to evaluate the progress on making available documentation on the Staff Public Intranet including rubrics 	<ul style="list-style-type: none"> ▪ Individual staff members planners documented on Staff Public intranet. ▪ Review the progress of three way conferencing. ▪ Completion of all Staff Performance Plans and Performance & Development Reviews. ▪ Evaluate /review Thinking Tools Plan. ▪ Evaluate the inclusion of Circle time documented in weekly or term planners for each grade. ▪ Review Area Level assessment of student portfolios data inclusions. ▪ Evaluate the NAPLAN results – Use NAPLAN Data Report “Student Comparison Report” results over the last 3 years. (Expectation of 80% of children <i>deemed capable</i> to achieve a difference of at least one level in Reading and Numeracy (Year 3 to Year 5) ▪ Evaluate the whole school Inquiry Planner - Concept to ensure AusVELS Humanities and Social Sciences are included in the curriculum.

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	Who the individuals or teams responsible for implementation	Achievement milestones the changes in practice or behaviours
Develop the capacity of teachers to engage students in stimulating learning that ensures a greater level of personal learning opportunities, improved problem solving and creative thinking and increased independence and interdependence.	<ul style="list-style-type: none"> ▪ Evaluate the use of awards to recognise high levels of student attendance. ▪ Evaluate the monitoring process for students with high levels of absences and evaluate processes in dealing specific issues. ▪ Evaluate the use of the Tribes Learning Communities activities, kitchen garden program, cross age tutoring, school sanctuary program and the extra curricula activities program, Passions, as motivating tools. ▪ Continue to make explicit to students and families the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes, ▪ Evaluate the progress in sustainability programs. ▪ At Performance & Development Reviews evaluate the teacher’s ability to describe their learning and hence take ownership of that learning through rigorous conversations based on the principles of the e⁵ Instructional Teaching Model. 	Principal & Business Manager to oversee attendance figures. Primary Welfare Co-ordinator & Curriculum Co-ordinator to: <ul style="list-style-type: none"> - Evaluate Tribes Learning Community developments to support the welfare and well-being of students. Principal <ul style="list-style-type: none"> - Evaluate the implementation of Extracurricular Programs to support the well-being and involvement of students. Teachers & ES Staff <ul style="list-style-type: none"> - Evaluate programs and specific involvement through planners to support student engagement. Sustainability Co-ordinator <ul style="list-style-type: none"> - Evaluate progress in the eSmart Cyber Safety Program and evaluate progress in the AuSSI Vic ResourceSmart Program Teachers & ES Staff <ul style="list-style-type: none"> - Involvement in Performance and Development Reviews. 	Review statistics on number of attendance awards presented each term. <ul style="list-style-type: none"> - Gold (100% attendance) and Silver (94%+) Awards to recognise student attendance each term - Track students with high level of non-attendance and record late attendance and include Student Absence Plans where necessary. <ul style="list-style-type: none"> ▪ Evaluate the Friday Free Feed for breakfast. ▪ Evaluate the use of Term/Weekly Planners indicating utilisation of cooking activities & Student Kitchens ▪ Evaluate the Buddies Program and Care Groups with alternate weeks. ▪ Evaluate the Passions programs. <ul style="list-style-type: none"> ▪ Evaluate progress in modules within the Resource Smart AuSSI Vic program. ▪ Evaluate the use of Peer Observation and feedback sessions reflecting the e⁵ Instructional Model framework to model and improve teaching and the introduction of Strategic Reade – Café approach.

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	Who the individuals or teams responsible for implementation	Achievement milestones the changes in practice or behaviours
Develop transition processes into, through and between schools that track each student's learning journey.	<ul style="list-style-type: none"> ▪ Evaluate activities involving parent involvement and community participation, i.e. community service, work experience, Education Week, Transition K to Prep and Year 6 to 7 ▪ Evaluate procedures for the induction of new students in Years 1-5 and the transition of children to new year levels each year. 	Curriculum Co-ordinator Classroom Teachers Curriculum Co-ordinator Principal- eLearning Co-ordinator Prep Transition Co-ordinator Year 6 to 7 Transition Co-ordinator <ul style="list-style-type: none"> ▪ Attend DRN meetings Principal- Curriculum Co-ordinator	<ul style="list-style-type: none"> ▪ Review of Transition Overview document. ▪ Survey school community members to reflect on why they chose Upwey PS for enrolment of their child. ▪ Evaluate the Pre-school to Prep Transition Co-ordinator & Year 6 -7 Transition Co-ordinator with staff involved in the transition processes. ▪ Evaluate the Transition Experience at the end of the school year for Prep to Year 5.
Ensure ICT applications (including Interactive Whiteboard Applications) are effectively implemented	Provide Professional Learning program re: ICT and Digital Technologies use.	Principal- eLearning Co-ordinator Curriculum Co-ordinator Classroom Teachers	<ul style="list-style-type: none"> ▪ All teachers using ICT and Digital Technologies to improve learning outcomes for children ▪ Include blogs on the School Website.
	Evaluate cyber-safety and ICT acceptable use policy	Principal eLearning Co-ordinator Classroom Teachers	<ul style="list-style-type: none"> ▪ Review of the Cyber Safety policy and guidelines. ▪ Review involvement in the eSmart Cyber Safety Program.