



2014 Annual Implementation Plan

Goal: Decrease student absences from an average of 20.6 to 18.0 per year.

Key Improvement Strategies	Who	Personal Goals	Personal Key Improvement Strategies	Evidence to be used	Domain/ Standard
Demonstrate the importance of education to students and parents.	Principal and Leadership team	<ul style="list-style-type: none"> <li>Decrease student absences from an average of 20.6 to 18.0 per year.</li> </ul>	<ul style="list-style-type: none"> <li>Build teachers capacity to engage students</li> <li>Positively promote learning and school attendance</li> <li>Follow up with individual families who have high absences</li> <li>Reinforce the importance of attendance with students</li> <li>Follow up ongoing absences</li> </ul>	CASES21 absence data Publications Communications	4 – Create and maintain supportive and safe learning environment
	Teachers	<ul style="list-style-type: none"> <li>Decrease the average number of days absent for students in my class by 3 for the year.</li> </ul>	<ul style="list-style-type: none"> <li>Make an extra effort to acknowledge and encourage students who are known to have significant absences</li> <li>Provide just right work</li> <li>Celebrate learning and working hard</li> <li>Establish and maintain an orderly learning environment</li> <li>Regularly communicate with parents about what is coming up next</li> <li>Publish School work in Newsletter and on Facebook page</li> <li>Celebrate students achievements in Advance Program, Assemblies and rewards trips</li> </ul>	CASES21 absence data Publications Communications	4 – Create and maintain supportive and safe learning environment
	ES Staff	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		

## Goal: Improve the progress made last year by every student in Literacy and Numeracy.

Key Improvement Strategies	Who	Personal Goals	Personal Key Improvement Strategies	Evidence to be used	Domain/ Standard
Regularly assess students against literacy and/or numeracy standards and set personal learning goals with every student.	Principal and Leadership Team	<ul style="list-style-type: none"> <li>All teachers regularly (min 3 per term) assess student against standards</li> <li>All teachers regularly set personal learning goals for every student.</li> <li>All PLT members regularly assess students and set personal learning goals.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Build teachers capacity to regularly assess students and identify their point of need.</li> <li>Maximise the time for literacy and numeracy</li> <li>Establish a consistent approach to literacy and numeracy pedagogy and assessment</li> <li>Provide structured time during every PLT meetings for sharing how teachers assess and set personal learning goals</li> <li>Monitor PLT members to ensure they keep up with assessment schedules</li> </ul>	TJ (Teacher Judgement) against AusVELS in English and Mathematics OnDemand Testing P&D reviews PLT meetings	1 – Know students and how they learn 3 – Plan for and implement effective teaching and learning
	Teachers	<ul style="list-style-type: none"> <li>Regularly assess and set personal learning goals with every student.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Structure Literacy and Numeracy time to ensure students are assessed and personal learning goals are set every week</li> <li>Conduct a reading conference at least once a week with each student. Specifically explaining what is observed, what strategies should be used and what each students target should be.</li> <li>Conduct OnDemand testing and cross reference these results against pre Conduct a reading conference at least once a week with each student. Specifically explaining what is observed, what strategies should be used and what each students target should be.</li> <li></li> </ul>	TJ (Teacher Judgement) against AusVELS in English and Mathematics OnDemand Testing Planning documents Teacher records	1 – Know students and how they learn 3 – Plan for and implement effective teaching and learning
	ES Staff				
Model expected behaviours and explicitly teach skills needed to make further progress.	Principal and Leadership Team	<ul style="list-style-type: none"> <li>Improve the progress made last year by each student based on TJ against VELS/AusVELS</li> </ul>	<ul style="list-style-type: none"> <li>Build teacher capacity to identify key skills and behaviours for improved learning</li> <li>Build teachers capacity to model key skills and behaviours for improved learning</li> <li>Priorities professional learning in teaching Literacy and Numeracy</li> <li>Provide structured time during every PLT meeting for sharing teaching strategies</li> <li></li> </ul>	TJ (Teacher Judgement) against AusVELS in English and Mathematics OnDemand Testing Peer Observation	2 – Know the content and how to teach 5 – Assess, provide feedback and report on student learning
	Teachers	<ul style="list-style-type: none"> <li>Improve the progress made last year by each student based on TJ against VELS/AusVELS</li> </ul>	<ul style="list-style-type: none"> <li>Be explicit about what is being taught</li> <li>Teach specific strategies</li> <li>Students practice in partners</li> <li>Use students to model strategies</li> <li>Review strategies</li> <li>Encourage independent practice of strategies</li> </ul>	TJ (Teacher Judgement) against AusVELS in English and Mathematics OnDemand Testing	2 – Know the content and how to teach 5 – Assess, provide feedback and

			<ul style="list-style-type: none"><li>• Create visual references for each strategy</li><li>• Connect strategies to others already taught.</li><li>• Working with team teachers on specific skills</li></ul>	Peer observations	report on student learning
	ES Staff	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>		

Goal: Every family have online and timely access to their student's academic progress, wellbeing and other important information about the College program.

Key Improvement Strategies	Who	Personal Goals	Personal Key Improvement Strategies	Evidence to be used	Domain/ Standard
Implement a College wide data sharing and goal tracking systems	Principal and Leadership Team	<ul style="list-style-type: none"> <li>Develop a whole school approach to evidence based improvement</li> </ul>	<ul style="list-style-type: none"> <li>Implement a system that provides quick and easy access to all critical information</li> <li>Implement a system that records and provides feedback on achieving targeted goals</li> <li>Develop a College culture of setting SMART goals</li> <li>Develop a College culture of coaching to meet goals</li> <li>Develop a College culture of using evidence to demonstrate goals have been met.</li> </ul>	Attendance at PD sessions Portal Records Feedback from parents and students	6 – Engage in Professional learning 7 – Engage professionally with colleagues, parents/carers and the community
	Teachers	<ul style="list-style-type: none"> <li>Use the College Portal to monitor student achievements/progress, record student goal and communicate with parents/students.</li> </ul>	<ul style="list-style-type: none"> <li>Use the College Portal to keep a markbook of tasks set, students achievements and to provide feedback on completed tasks</li> <li>Plan student activities by using the College Calendar and Resource Booking</li> <li>Record student incidents, merit points and awards</li> <li>Document curriculum plans through the portal</li> </ul>	Attendance at PD sessions Portal Records Feedback from parents and students	6 – Engage in Professional learning 7 – Engage professionally with colleagues, parents/carers and the community
	ES Staff	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		

## Goal: Undertake the year of self-evaluation, review & planning

Key Improvement Strategies	Who	Personal Goals	Personal Key Improvement Strategies	Evidence to be used	Domain/ Standard
<p>Staff, school council and parents have participated in a collaborative process to review school performance and develop new strategic priorities</p>	<p>Principal, Leadership Team and Staff</p>	<ul style="list-style-type: none"> <li>Undertake the year of self-evaluation, review &amp; planning</li> </ul>	<ul style="list-style-type: none"> <li>Develop review time table/ action plan and establish working party</li> <li>Brief school council and staff on self-evaluation and review process.</li> <li>Select peer reviewers and accredited reviewer</li> <li>Use of School's Performance Framework/ School Self Evaluation Tool-School Practice and Performance matrix as basis for reflection.</li> <li>Reviewing data and discussion related to attainment of previous strategic plan goals in relation to student achievement, engagement, wellbeing &amp; productivity</li> <li>Check VRQA requirements are in place for reviewer</li> <li>Completion of self-evaluation report – presentation to school council</li> <li>Establish school vision, purpose and values for inclusion in new plan</li> <li>Staff and school council involvement in development of goals and targets and improvement priorities</li> <li>Completion of School strategic plan 2015-18 including profile, strategic direction (in the areas of achievement, engagement, wellbeing and productivity) and an indicative planner</li> <li>Presentation to school council</li> <li>Completion of 2015 AIP related to School Strategic Plan</li> </ul>	<p>School Self-evaluation and 2015-18 Strategic Plan</p>	<p>7 – Engage professionally with colleagues, parents/carers and the community</p>