Annual Implementation Plan: for Improving Student Outcomes

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| **ACHIEVEMENT – Lightning Reef PS** | | **BUILDING PRACTICE EXCELLENCE- 2ND PRIORITY** | | | | | |
| **Goals** | To improve learning outcomes for all students with a focus on reading. | **Targets** | | * Each student deemed capable in Years F to 6 to make in excess of 1 year’s growth each school year.   Benchmark: Reading data, as measured by Oxford Reading Levels (P-2) and Probe Reading Levels (3-6) is available for 2015. Baseline data will be established at the end of 2015 to show percentage of students making 1 year’s growth   * By 2017, between 80% and 90% of year 1 students will be reading at or above level 16 unseen text and between 80% and 90% of year 2 students will be reading at or above level 24 unseen text .   2015 Benchmark data: Yr 1, 2015 = 31.5% at or above L16 Yr 2, 2015 = 13 % at or above L24 | | | |
| **12 month targets** | | **80% of Year 2 students will be reading at or above Level 22 unseen text.**  **80% or Year 1 students will be reading at or above Level 15 unseen text.**  **Each student to make in excess of 1 year's growth in reading in 2016.** | | | |
| **KIS** | **ACTIONS:**  **what the school will do** | | **HOW**  **the school will do it**  **(including financial and human resources)** | | **WHO**  **has responsibility** | **WHEN**  **timeframe for completion** | **SUCCESS CRITERIA:**  **Markers of success reflecting observable changes in practice, behaviour, and measures of progress** |
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| **Build teacher capacity to deliver quality, targeted reading instruction.** | Teachers implement the school’s instructional model for the Reading block | | * All teachers will use the LRPS Reading Instructional model (based on LMR NILIO's best practice research earlier this decade) in all Reading classes. * All teachers will participate in four PD sessions over the course of the year that will review the agreed model's components and the Fountas & Pinnell Comprehension strategies which are to be explicitly taught. * All teachers of Reading will use the agreed planners with evidence of explicitly teaching the Fountas and Pinnell comprehension strategies | | Kim Kirkpatrick | This would need to be done early in the school year | * Professional learning provided to teachers throughout weekly literacy team planning sessions and in Terms 2 and 3. * Teachers are explicitly teaching all comprehension reading strategies * Teacher work programs reflect implementation of the school’s Reading model through use of the agreed planning templates for the Reading Block, Shared Reading and Guide Reading Planners along with the agreed Independent Reading documents. |
| Build teacher capacity to effectively plan and teach reading through:   * Coaching * Classroom observations and feedback * Professional learning program * Planning together in teams | | * Anne Smith, literacy coach, to work alongside all graduates, and those new to LRPS classroom teaching one day a week, all year, providing modelling and feedback * Peer observations & feedback and Learning Walks facilitated by Joanne Ryan once per term from Term Two * Anne Smith, literacy coach, to provide professional learning program for teachers in the teaching of reading; based on the Fountas and Pinnell reading strategies, and including targeted independent reading tasks to use within the reading hour * Vicki Stone, speech pathologist, to provide professional learning for P-2 teachers in oral language development * Team planning time provided weekly to analyse student data and plan curriculum for differentiating student learning | | * Kim Kirkpatrick * Joanne Ryan * Anne Smith * Vicki Stone * Kim Kirkpatrick | * Ongoing * Term 2-4 * Term 2 and 3 * Ongoing * Weekly | * Coaching reports provided each month will identify improved teaching of reading * Classroom observations demonstrate effective implementation of Reading instructional model * Teachers planning documents show the explicit teaching all F&P comprehension reading strategies * Evidence of Oral language being explicitly taught in all Home Groups evident in weekly planning * Speech screening data demonstrates improvement in areas targeted each semester * Reading data will show steady growth over the year * Team planners reflect planning for student need |
| **Build the school’s capacity for consistent, explicit and differentiated teaching through professional learning and the implementation of intervention programs.** | Provide support and intervention programs for at-risk students by:   * Providing Reading Recovery for at least 15 students over the course of the year * Provide additional literacy Intervention for students at least two years below expected level in Years 3-5 * Provide targeted EAL Lessons to all EAL students over the course of the year * Providing Extending Mathematical Understanding Extension program to at least 12 Year 2 students over the course of the Year | | * Employ 1.0 EFT Reading Recovery teacher * Employ Specialist Literacy Teacher for 6 months to work with the targeted students * Employ 1.0 EAL teacher who will provide small group targeted intensive English support for two hours per day in both the LC1 and LC2 Literacy block. To be supported by part time MCA * Train two teachers as EMU Specialists and implement two programs from Term 2, 2016 | | * Principal | * Term 4, 2015 * Ongoing | * Data from reading recovery teachers demonstrates that students are making progress in the program and numbers requiring support are being reduced * NAPLAN two year growth for students involved in the program is moderate to high in Reading * Data for EAL students demonstrates steady progress in learning across Literacy and Numeracy, especially the EAL continuum * EYNI data shows substantial growth in growth points reached from Feb-Nov * AUSVELS data shows an increase in C or above from last year |
| Provide professional learning to develop teacher understanding of the agreed lesson formats with a focus on Tuning In and Explicit Teaching | | Assistant Principal (supported by Principal when required) to coach teaching teams in planning for and facilitating teaching and learning that achieves this goal. | | Assistant Principal  Or Principal | Ongoing | * Tuning In is short, sharp and simple with clear links to explicit teaching observed in learning walks * New skill/concept clearly stated in explicit teaching along with academic language as seen in Learning Walks and documentation |
| Teachers guide students to identify individual learning goals every four weeks | | * Prioritise and include in teacher expectations * Build in focus in Staff meetings * Provide support for teachers who require it. | | Principal | Ongoing | * Student goals in literacy and numeracy are collaboratively developed and reviewed every four weeks |

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| **WELLBEING** | | **SETTING EXPECTATIONS AND SUPPORTING INCLUSION- IST PRIORITY** | | | | |
| **Goals** | To provide a safe an orderly environment where learning will flourish. | **Targets** | Improve the perceptions of staff, parents and students in the following elements as measured by the Department of Education surveys:   |  |  |  | | --- | --- | --- | | **Staff Survey** | **2014** | **2018** | | Shielding and buffering: Staff are protected from intrusions that distract from learning and teaching. | 30% | 60% | | Collective efficacy: School staff believe they have the necessary skills, expertise and resources to successfully educate students. | 33% | 65% |  |  |  |  | | --- | --- | --- | | **Parent Survey** | **2014** | **2018** | | Behaviour Management | 5.98 | 6.00 | | Student Safety | 4.36 | 4.80 |  |  |  |  | | --- | --- | --- | | **Student Attitudes to School Survey** | **2014** | **2018** | | Classroom Behaviour | 2.39 | 3.00 | | Student Safety | 3.78 | 4.00 | | | | |
| **12 month targets** | Improve the perceptions of staff, parents and students in the following elements as measured by the Department of Education surveys:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Staff Survey** | | | | **2015** | **2016** | | Shielding and buffering: Staff are protected from intrusions that distract from learning and teaching. | | | | 56% | 60% | | Collective efficacy: School staff believe they have the necessary skills, expertise and resources to successfully educate students. | | | | 53% | 60% | | **Parent Survey** | **2015** | **2016** | | Behaviour Management | 4.26 | 4.8 | | Student Safety | 3.33 | 4.0 | | **Student Attitudes to School Survey** | **2015** | **2016** | | Classroom Behaviour | 2.76 | 3.0 | | Student Safety | 3.73 | 3.82 | | | | |
| **KIS** | **ACTIONS:**  **what the school will do** | | **HOW**  **the school will do it**  **(including financial and human resources)** | **WHO**  **has responsibility** | **WHEN**  **timeframe for completion** | **SUCCESS CRITERIA:**  **Markers of success reflecting observable changes in practice, behaviour, and measures of progress** |
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| Implement the School Wide Positive Behaviour framework within the school community | Establish SWPBS as the whole school approach to creating and maintaining a positive school culture at the classroom, school and community level by:   * Establishing what Appropriate Behaviour looks like by developing School wide Behaviour Expectations based around the Lightning Reef values, targeting specific areas within the school setting (Tier One) * Review the Student Management policy and student management matrix to be in-line with SWPBS * Developing and documenting the positive reinforcement system to reinforce appropriate behaviours * Teaching the behaviours that match the expectations associated with the school values * Refine Tier One actions based on data as a way of monitoring the progress of the program | | * Constant discussion in all meetings in the school   Promote in Assemblies, newsletters etc   * Prioritise in Teacher Only Day in 2016 * Develop LC/Class Agreements and refer to them every day * XuNO organised and working to monitor positive choices * Weekly lesson x 1 hr and daily mini-lessons x 15-20 mins prioritised in all classroom timetables * Review data collected each term at Staff Meetings to identify trends and changes in behaviour in individuals and cohort level | * Leading Teacher in conjunction with Leadership Team * All Staff * School Council * Wider School Community | Ongoing | An increase in common positive language is evident in all interactions- unsure of evidence?   * School-wide Expectations and Values are agreed by all school stakeholders * Positive reinforcement system is documented and in use * Social competency lessons are implemented and students demonstrate a shared understanding of the behaviours associated with a school value * Increase in Gold Cards * Decrease in Incidents * Increase in both Parents and Student opinion surveys results for student safety * Increase in Classroom Behaviour in Student Opinion Survey |

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| **ENGAGEMENT** | | **EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE** | | | | |
| **Goals** | To improve student engagement, motivation to learn and attendance | **Targets** | * Reduce absenteeism from 18.22 in 2014 to an average of 15 days per student in 2016 * Reduce absenteeism to an average of less than 10 days per student by 2018 * Reduce average monthly late passes issued from350 in 2014 to 75 in2018 * Improve the perceptions of parents and students in the following elements as measured by the Department of Education surveys:  |  |  |  | | --- | --- | --- | | **Student Attitudes to School Survey** | **2014** | **2018** | | Motivation | 4.42 | 4.50 | | Connectedness to School | 4.26 | 4.40 | | Stimulating Learning | 3.90 | 4.00 | | | | |
| **12 month targets** | * Reduce absenteeism to an average of less than 15 days per student by 2016 * Reduce average monthly late passes issued to 100 in 2016 * Improve the perceptions of parents and students in the following elements of Student Opinion Survey:  |  |  |  | | --- | --- | --- | | **Student Attitudes to School Survey** | **2015** | **2016** | | Motivation | 4.19 | 4.3 | | Connectedness to School | 3.85 | 4.0 | | Stimulating Learning | 3.83 | 3.95 | | | | |
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| Embed the use of ICT across the school using both existing and new technologies | Develop staff confidence and capacity to incorporate ICT into learning opportunities by:   * Ensuring all devices are imaged and ready for use, including the installation of software and applications * Providing PD in the use of technology across the curriculum with a strong focus on using ICT as part of the daily Tuning in and explicit teaching in both literacy and Numeracy * Using Reading Eggs, Literacy Pro and Mathletics on a weekly basis in Reading and Numeracy classes | | * Prioritise Technicians work over Summer break & employ Technician support (ES1-1) from Cool Bananas if required * Develop and implement a buddy system across LC's to assist teachers who require training in both programs * Organise peer visits to other schools over the year * Professional Learning for ESO's built into their monthly meetings * ICT component in LC Meetings once a month- sharing of ideas * Ensure AP promotes ICT when teams plan on a weekly basis- Include this goal in Coaching Performance targets for AP | ICT Coordinator | Ongoing | * Students consistently and competently use Reading Eggs, Literacy Pro and Mathletics weekly * Staff use Reading Eggs, Literacy Pro and Mathletics consistently and competently- evidenced in planning * There is evidence of the use of a variety of Applications across the school, both in planning documents and in student work/displays * Student Attitude to school survey shows growth in stimulated learning |
| Build positive partnership with parents and the community | Promote parental involvement in the school through:   * Publicly acknowledge parents positive role modelling and participation in school events * Promoting parent involvement in school via newsletter/Assembly items and invite family to participate in school events when possible * Re-introducing Phone Hugs to send positive messages to families and send postcards to families to celebrate students displaying school values * Employing a multicultural aide to assist communication with EAL parents & families * Fostering increased participation of the Karen community in the school * Conducting a multicultural celebration week to highlight the culture of the Koorie and Karen communities * Extending individual attendance awards (90%) to the whole family * Instigating a Parent Helper morning tea each term * Encouraging parents of Prep students to come in the last 20 minutes of the day for reading time | | * Thank you letters & Personal phone calls * Notices in Newsletters * Note at SC meetings * Plan for Learning Celebrations after units of study whereby families are invited to school to see their child's learning in a non-threatening manner * Provide additional APT to Teachers for them to make contact with families * Report back to Leadership Team via LC Leaders * 0.4 MCA employed * Extend the Karen Community Garden using the expertise of Kyaw Lwein Nwe and the Karen community * Apply for grant to supplement costs towards Multi-cultural events. Multi-age celebrations all week * Hold a 90% attendance afternoon tea twice a year and invite whole families- advertise in newsletter * Teachers and staff to bring along a plate to share with their parent helpers end of each term- advertise in newsletter * Teachers and students to invite families in | All staff  Leadership Team  School Council | Ongoing | Increase in parental involvement at school events- evidenced in participation numbers  Parents report pride in children  EAL parents report they feel part of the school and present in school   * Garden is being cared for and utilised by students and the wider school community * Increase in invitee list for Parent Helpers and Attendance celebrations from Semester 1-2 * Increase in home reading as documented in Reading diaries * Reduction of late passes issued per month over the course of the year * Reduction of absenteeism averages across all year levels |

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| **PRODUCTIVITY** | |  | | | | |
| **Goals** | To maximise the use of resources available to the school to achieve the best possible outcomes for students. | **Targets** | All students will receive the appropriate allocation of resources as evidenced by school financial data report.  Improve the perceptions of staff in the following elements as measured by the Department of Education survey:   |  |  |  | | --- | --- | --- | | **Staff Survey** | **2014** | **2018** | | Collective efficacy | 33% | 77% | | Collective Responsibility | 63% | 89% | | Staff trust in colleagues | 69% | 82% | | | | |
| **12 month targets** | All students will receive the appropriate allocation of resources as evidenced by school financial data report.  Improve the perceptions of staff in the following elements as measured by the Department of Education survey:   |  |  |  | | --- | --- | --- | | **Staff Survey** | **2015** | **2016** | | Collective efficacy | 30.4% | 40% | | Collective Responsibility | 73.5% | 78% | | Staff trust in colleagues | 73.5% | 78% | | | | |
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| Manage and align the allocation of resources according to priorities determined in the school strategic plan. | Engage services of ICT professionals | | 2015 Cool bananas contract extended to 2016 | Principal  SC Finance Committee | Term 1 | All ICT hardware is ready for use and maintained in a timely manner |
| Employ a Multicultural Aide | | ROL Process | Principal & EAL Teacher | 2015 Summer Break | Families from the Karen community have improved communication with the school |
| Continue staff training in SWPBS | | Allocate funding for the training of staff in the implementation of SWPB | Principal  SC Finance Committee | As opportunities arise | Staff effectively engage in the SWPBS program and learning opportunities are enhanced for all students. |
| Allocate funding for the employment of additional staff (Reading Recovery, Literacy Coach and Speech Therapist) | | Prioritise Equity Funding | Principal  School Council | 2015 | Competency and consistency in the teaching of reading shows continual improvement across the school |
| Maintain the ratio of students to iPads/laptops | | Allocate funding in Budget  Build into ICT Co-ordinator's role description | ICT Co-ordinator  Principal  SC Finance Committee | End of Semester 1 | Ratio of 1:2 devices across the school is maintained |
| Ensure funding is available for the celebration of multicultural activities | | Apply for Multi-cultural grant in 2015  Allocate proportion of fundraising and cash budget | EAL Teacher  Koorie Co-ordinator  Principal  SC Finance Committee | Multicultural Week | Koorie families and families from the Karen community have more frequent and effective connection with the school |