

# Annual Implementation Plan 2014 Ruskin Park Primary School 4916

Based on Strategic Plan developed for 2012-2015

Endorsement by School Principal	Signed..... (Principal's signature) Name: <b>ELLE MAY LAIKVE</b> Date 26 May, 2014
Endorsement by School Council	Signed..... (School Council President's signature) Name: <b>DAVID COOK</b> Date 26 May, 2014



## Strategic Intent

	Goals	One Year Targets	Key Improvement Strategies
Student Learning	<p><b>AIP 2014</b> *To use a variety of teaching strategies including an inquiry approach to focus on developing interdependent learners who can set their own learning goals and then achieve these via teacher created and facilitated personalised learning plans and differentiating of the curriculum to meet individual student needs e.g., students will use rubrics to assess their learning success: a global perspective will be encouraged with a focus on Intercultural Understanding.</p> <p><b>AIP 2013/2014 (FYI)</b> *To educate the whole child by providing a stimulating and challenging curriculum within a safe and innovative learning environment e.g., learning intentions will be clearly displayed in all classrooms; students will feel safe as a consistent approach to student behaviour management is used across the school-Red/Green Brain boards.</p>	<p><u>Every student deemed capable will:</u></p> <ul style="list-style-type: none"> <li>-make gains of at least one year in AusVELS levels each year as measured by teacher judgements and corroborated by other assessment data using SPA e.g., On Demand testing</li> <li>-progress in their Foundation Level year of schooling to the expected standards</li> </ul> <p><u>The School aims to:</u></p> <ul style="list-style-type: none"> <li>-<i>increase</i> the percentage of Year 3 and 5 students performing in the top two NAP bands for their year level in <i>Reading, Writing and Numeracy by 2015</i> (based on 2012-2014 results)</li> <li>-<i>decrease</i> the percentage of Year 3 and 5 students performing in the bottom two NAP bands for their year level in <i>Reading, Writing and Numeracy by 2015</i> (based on 2012-2014 results)</li> <li>-aim for Year 3 and Year 5 matched cohort growth in NAPLAN Literacy and Numeracy to equal or exceed the mean growth for government schools</li> </ul>	<ul style="list-style-type: none"> <li>- draft a Teaching &amp; Learning Plan for the school to ensure an evidence-based approach to the teaching of Literacy and Numeracy across all year levels</li> <li>- monitor and ensure that all teachers are recording student data and analysing this on an ongoing basis to inform their teaching</li> <li>- introduce all teachers to the characteristics and some strategies that can be used with the Highly Gifted and Talented students</li> <li>- provide Literacy intervention for Year One students deemed to be below the benchmark in Reading</li> <li>- maintain a rigorous focus on the AusVELS curriculum and teachers' long range and weekly planning demonstrating links to the curriculum standards</li> <li>- ensure that all teachers are applying the scope &amp; sequence charts developed for various curriculum areas e.g., Science</li> </ul>

<p>Student Engagement and Wellbeing</p>	<p><b>AIP 2014</b>          *To support student connectedness and a sense of belonging through the development of relevant social skills achieved by explicit teaching of interpersonal and intrapersonal skills across all levels and supported by additional targeted programs e.g., Bgreat and Better Buddies programs, Kids Hope and Mentorship</p>	<p><u>The school aims to:</u>          -improve performance against <i>all variables</i> on the <i>Student Attitudes to School Survey</i>, specifically to achieve the following results on a 5-point scale:</p> <ul style="list-style-type: none"> <li>- teacher effectiveness – to 4.5</li> <li>- teacher empathy – to 4.5</li> <li>- stimulating learning – to 4.2</li> <li>- learning confidence – to 4.2</li> <li>- student motivation – to 4.6</li> <li>- school connectedness – to 4.4</li> <li>- student safety – to 4.45</li> <li>- classroom behaviour – to 3.5</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>-draft a new Engagement &amp; Inclusion Policy</li> <li>-revisit Restorative Practices</li> <li>-re-engage Teacher mentors for ‘at risk’ students</li> <li>-Seasons for Growth program offered by qualified teaching staff (grief &amp; loss program)</li> <li>-Bgreat Program – Level 3 (years 3 &amp; 4)</li> <li>-Wannik Strategy &amp; KELP (where applicable)</li> <li>-continue to monitor student attendance</li> <li>-continue to use the Red/Green Brain boards</li> <li>-establish a generic template for Individual Student Learning Plans</li> <li>-continue to expand and develop the Student Leadership Program</li> </ul>
<p>Student Pathways and Transitions</p>	<p><b>AIP 2014</b>          *To enhance communication processes with parents about student learning programs and curriculum implementation at all year levels across the school. This will be supported by clear protocols designed by teachers to support students transitioning in and out of the school for a variety of situations across all year levels.</p>	<p><u>By 2015 the school will:</u>          -achieve <i>at and above the State Primary Mean</i> for the following variable:          -classroom behaviour – to 3.5          -increase the proportion of parents responding with agreement (aggregated from mildly agree to strongly agree) to the four transition items in the Parent Opinion Survey (items #52-55) to 80%+          -monitor the transition of junior to middle and middle to upper primary grades with a view to improving these transitions for students by noting challenges experienced by students          -improve information sharing processes at the school e.g., using Tiqbiz and the school website and explore the implementation of Sentral</p>	<ul style="list-style-type: none"> <li>-continue to build and maintain links and networking with local preschools and secondary colleges to connect and support transition programs for Year Prep and Year Six cohorts</li> <li>-build stronger links with the Croydon Language School to support EAL students</li> <li>-develop processes and protocols for handovers at the end of every year level to support student transitions</li> <li>-provide personalised pathways for students based on individual needs e.g., Wheelers Hill</li> <li>-promote positive parent involvement and the building of a strong community spirit through effective communication and mutual respect</li> </ul>

## 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><b>Student Learning</b></p> <p>To use a variety of teaching strategies including an inquiry approach to focus on developing interdependent learners who can set their own learning goals and then achieve these via teacher created and facilitated personalised learning plans and differentiating of the curriculum to meet individual student needs e.g., students will use rubrics to assess their learning success: a global perspective will be encouraged with a focus on Intercultural Understanding.</p>	<p>Level leaders renamed and new roles and responsibilities assigned – now called Student Success Team Coordinators (SST)</p> <p>Leadership Team renamed – Direction Team – expressions of interest for two representative staff for a two-year term</p> <p>Level teams continue to plan together for Inquiry units of study</p> <p>All teachers are using SPA to inform their teaching</p> <p>Cluster schools deliver professional development to recognise Highly Talented and Gifted students</p>	<p>SST Coordinators plan meetings where data is analysed, moderation takes place and student wellbeing issues are addressed weekly</p> <p>Direction Team drives the implementation of the School Strategic Plan</p> <p>Regular discussions &amp; follow up at Level meetings with periodic checks at staff meetings</p> <p>Monitoring of the Scope &amp; Sequence charts takes place each term</p>	<p>Alaine Beare is the Literacy coordinator</p> <p>Jenny Rainbow is the Mathematics/Numeracy coordinator</p> <p>Ben Coffin and Sarah Poynter are the Science coordinators</p> <p>Ben is the Quick Smart Maths coordinator</p> <p>Mary Kelly monitors SPA</p> <p>SST Coordinators ensure that level teams are using scope &amp; sequence charts, AusVELS standards and working towards achieving the school's goals</p>	<p>Level team meetings take place weekly</p> <p>Direction Team meetings take place weekly</p> <p>Staff briefings take place weekly</p> <p>Professional Learning Teams take place monthly and as required</p> <p>Staff Meetings are designated professional development sessions</p> <p>One Cluster schools session in term one plus workshops</p>	<p>✓ meeting structures are in place and level teams, leadership and professional learning teams have established norms for their team meetings</p> <p>-weekly lesson plans and level long range plans are submitted to the Shared Drive each term</p> <p>-Principal and Assistant Principal attend level team meetings on a regular basis</p> <p>-level team meetings discuss and analyse student data on a regular basis</p> <p>-feedback from the Cluster Schools initiative is available through the Survey Monkey tool</p>
<p><b>Student Wellbeing &amp; Engagement</b></p> <p>To support student connectedness and a sense of belonging through the</p>	<p>The new Student Engagement and Inclusion Policy is drafted</p> <p>The community is made aware of salient aspects of wellbeing-related and student behaviour policies via the</p>	<p>Key staff draft the new Engagement &amp; Inclusion Policy</p> <p>Policy subcommittee regularly reviews all</p>	<p>Assistant Principal (Mary Kelly) is responsible for drafting the new Policy</p> <p>Assistant Principal with members of the Policy</p>	<p>School Council ratifies the policies presented at monthly meetings</p> <p>Policies are reviewed at regular intervals as</p>	<p>✓ Individual Learning and Behaviour Plans are consistently referred to by teachers and SSGs take place on a regular basis to monitor progress against the goals set by the teacher in consultation with the</p>

<p>development of relevant social skills achieved by explicit teaching of interpersonal and intrapersonal skills across all levels and supported by additional targeted programs e.g., Bgreat and Better Buddies programs, Kids Hope and Mentorship</p>	<p>Ruskin News – school newsletter and/or individual notices.</p> <p>The Red/Green Brain Board system is used across the school and an adapted model is used for the Year 5/6 students.</p> <p>Classroom management practices are aligned with the school rules and consequences, and are consistently implemented by every teacher across the school.</p> <p>Teachers volunteer to participate in the Mentorship program to support other students not in their classrooms</p> <p>Specific programs are run as needed to support students e.g., Seasons for Growth</p> <p>Individual Learning &amp; Behaviour Plans are developed</p> <p>Teachers organise various lunch time clubs for students throughout the year</p>	<p>policies and presents new policies for ratification to school council each month</p> <p>Principal follows up with teachers about the Mentoring Program</p> <p>Sessions are planned to run specific programs to support students 'at risk'</p> <p>SST Coordinators ensure that all teachers are maintaining up-to-date ILPs and Behaviour Plans</p> <p>Teachers are provided with two lunch hours per week free of lunch duty</p>	<p>subcommittee review policies</p> <p>Assistant Principal submits applications via SOCS for PSDMS</p> <p>SST Coordinators responsible for ensuring the consistent use of Red/Green Brain boards and school rules and consequences</p> <p>All teachers are responsible for entering incidents of misbehaviour onto the Ztracker</p> <p>Trained teachers run Seasons for Growth sessions</p> <p>ILPs and Behaviour plans are developed by individual teachers and shared with colleagues e.g., specialist teachers</p> <p>All teachers are encouraged to organise or assist in lunch time clubs for students</p>	<p>recorded on the policy documents</p> <p>The new Student Engagement &amp; Inclusion policy will be drafted in Term three</p> <p>Student clubs are run during lunch hour on various days during the week</p>	<p>student and parent/carers.</p> <p>-policies are kept up-to-date and appropriate policies are developed to meet the needs of the students and school</p> <p>-new Engagement &amp; Inclusion policy is ratified by the end of Term three by school council</p> <p>-classroom management practices are consistently implemented across the school by all teachers</p> <ul style="list-style-type: none"> <li>✓ teachers are involved in a number of student support initiatives throughout the year</li> <li>✓ teachers are running more lunch time clubs to encourage appropriate socialisation and build student friendship groups and sense of belonging</li> </ul>
<p><b>Student Pathways &amp; Transitions</b></p> <p>To enhance communication processes with parents about student learning programs and curriculum implementation at all year levels across the school. This will be supported by</p>	<p>Prep and Year 6 Transition programs are reviewed annually for effectiveness.</p> <p>Other transition points are explored and discussed with all staff.</p> <p>Teachers will design and implement protocols and processes for ensuring that all students transition with ease</p>	<p>Prep and Year 6 transition surveys are sent home to parents in Term 4.</p> <p>Level Leaders support discussion at level meetings of various transition points in a child's school life and</p>	<p>Alaine Beare is Prep Transition Coordinator</p> <p>Brendan Alexander is Year 6 Transition Coordinator</p> <p>SST Coordinators explore other possible transition spots with their teams and how students can be</p>	<p>Ongoing and throughout the year</p> <p>Prep Transition sessions commence in June of each year and go through to December</p> <p>Year 6 Transition</p>	<ul style="list-style-type: none"> <li>✓ Prep Transition – sessions are well attended by children and parents throughout the year.</li> <li>✓ Year 6 Transition – students have toured prospective schools or attended presentations to inform their decisions for high school.</li> <li>✓ All teachers across all year levels</li> </ul>

<p>clear protocols designed by teachers to support students transitioning in and out of the school for a variety of situations across all year levels.</p>	<p>from one year level to the next.</p>	<p>how best to support these transition times.</p> <p>Level teams will organise sessions to support students to transition to their next year level so that these sessions take place commencing in October for year levels 2-5.</p>	<p>supported to move through these transitions smoothly</p> <p>Direction Team supports both Prep &amp; Year 6 Transition processes and encourages the exploration of other transition points</p> <p>All teachers will develop and support a transition program for their students and level teams to start in October of each year to prepare and support the students through their transition points</p>	<p>sessions start in March and go through to September</p> <p>Years 2-5 classes will commence specific student transition preparations from October – December each year</p>	<p>understand that they have a role to play in supporting the school transition programs at Prep and Year 6.</p> <p>-teachers of years 2 to 5 classes will implement a transition program each level has designed to support their students to transition smoothly to their next year level</p>
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