Annual Implementation Plan 2014
Toora Primary School
2253

Based on Strategic Plan developed for 2013-2016

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>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.</th>
<th>Principal: Barbara Purvis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endorsement by Regional Network Leader</td>
<td>Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan</td>
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</tbody>
</table>
## 2014 Annual Implementation Plan

### Strategic Intent

<table>
<thead>
<tr>
<th>Strategic Plan 2013 – 2016</th>
<th>Goals (Strategic Plan)</th>
<th>Targets (Strategic Plan)</th>
<th>One Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>To improve student learning outcomes across the school, with a particular focus on writing, numeracy and interpersonal development.</td>
<td>Over 2013-2015 as a whole, the proportion of students achieving in the top two NAPLAN bands will be:</td>
<td>NAPLAN results to show year 3 to 5 same cohort improvement of two years, with no student deemed capable scoring in the bottom two bands.</td>
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<td>Year 3 Reading 70% Writing 75% Numeracy 70%</td>
<td>Students will attain year level expectations or above in the Interpersonal Development domain as reported in their annual reports.</td>
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<td>Year 5 Reading 65% Writing 50% Numeracy 70%</td>
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<td>For each year over 2013-2015, no student deemed capable will achieve in the bottom two bands on NAPLAN Reading, Writing or Numeracy.</td>
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<td>All students deemed capable will achieve year level expectations in the Interpersonal Development domain.</td>
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<td><strong>Student Engagement and Wellbeing</strong></td>
<td>To improve students’ resilience and wellbeing and their engagement in their learning.</td>
<td>By 2015, achieve the following mean outcomes on the Attitudes to School Survey: Student Morale 6.26 Classroom Behaviour 3.83</td>
<td>2014 mean outcomes on the Attitudes to School Survey will match or better 2012 data.</td>
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<td><strong>Student Pathways and Transitions</strong></td>
<td>To provide positive transitions and learning pathways for all students.</td>
<td>The School Mean for the Transitions variable on the Parent Opinion Survey will improve to be 6.20 by 2015.</td>
<td>The School Mean for the Transitions variable on the Parent Opinion Survey will match or better 2012 data.</td>
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<tr>
<td>Problem of Practice – Student Learning:</td>
<td>Shared and demonstrated commitment to building positive and respectful relationships will support students to reach their full potential.</td>
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<tr>
<td>School Theory of Action:</td>
<td>Students, staff and parents working together to engage students in their learning will strengthen student overall development, resilience and academic achievements.</td>
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</table>
### Student Learning

**Goal (From Strategic Plan):** To improve student learning outcomes across the school, with particular focus on writing, numeracy and interpersonal learning.

#### Key Strategies for Improvement?
- Review the school’s assessment practices and review and document the curriculum in line with AusVELS.
- Build the collective efficacy of the professional learning team (PLT).
- Involve parents in the process of review and documentation, particularly in the Interpersonal Development domain.

#### Evidence
Documentation needs to clearly articulate the principles of practice of Toora Primary School and the updated AusVELS curriculum and assessments that are the school’s core business.

#### Key Actions

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<th>Key Actions</th>
<th>Accountability</th>
<th>Success Indicators &amp; Evidence</th>
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<td><strong>TEACHERS</strong></td>
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<tr>
<td>- PLT will undertake professional reading about the concept of a guaranteed viable curriculum: Marzano, Robert J. “What Works in Schools”</td>
<td>Component of staff meetings and reciprocal classroom visits/learning walks (monthly focus)</td>
<td>Curriculum essentials and principals of practice will be known and agreed upon by all staff.</td>
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<td>- PLT will undertake professional reading about evidence-based research into what actually works in schools to improve learning: Hattie, John “Visible Learning”.</td>
<td>Regular component of weekly staff meetings; participation in Positive Behaviours in Schools and Kids Matter as structures to support whole school approach to policy, curriculum and practices.</td>
<td>Documentation of TPS curriculum will support teachers to provide quality teaching in line with AusVELS and to provide regular, honest feedback to support student learning and inform parents of student development via GenEd.</td>
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<td>- PLT readings will inform Toora Essentials.</td>
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<td>- Toora Primary School Science Curriculum will be developed and documented in line with AusVels.</td>
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<td>- Ensure new teachers are familiar with TPS Literacy and Numeracy curriculum, principles of practice, and assessment schedule.</td>
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<td>- Toora Primary School Interpersonal Development curriculum will be developed and documented in line with AusVels.</td>
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<td>- Staff will work with together, and with students and parents to review and update the Student Engagement and Wellbeing policy which will inform TPS Interpersonal Development curriculum,</td>
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<td>Principal leads PLT action research in this area.</td>
<td>Component of staff meetings and reciprocal classroom visits/learning walks (monthly focus)</td>
<td>TPS Interpersonal Development Curriculum and the fundamentals of our Student Engagement and Wellbeing policy are evident throughout the school – Toora Essentials are understood by staff, students and parents.</td>
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<td>Student Welfare Worker/Science teacher (Sara) will lead the development of Science curriculum.</td>
<td>Regular component of weekly staff meetings; participation in Positive Behaviours in Schools and Kids Matter as structures to support whole school approach to policy, curriculum and practices.</td>
<td>Student behaviours demonstrate students are engaged in their learning.</td>
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<td>Principal and teacher (Ali) will lead Lit/Numeracy.</td>
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<td>Students articulate their Science learning.</td>
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<tr>
<td>Experienced teacher (Brett) will lead update and implementation of</td>
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### Key Actions

*How will these actions impact on the Instructional Core?*

*How will we implement the actions?*

**Consider actions to impact the teacher, the student and the content.**

### Accountability

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<tr>
<th>Who is responsible for these actions?</th>
<th>When will it happen?</th>
<th>Expected changes in Practice and Behaviour</th>
<th>One Year Targets</th>
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<td>Student Engagement policy and practices. Principal will lead school community in developing shared understanding of Toora Essentials, and their adoption. All staff will clearly articulate and model Toora Essentials (principals of practice - this is what we do at TPS and why).</td>
<td>During staff meetings, School Council meetings, formal and informal interactions – ongoing. Ongoing throughout each day. Daily during specific learning sessions - ongoing. GenEd feedback weekly</td>
<td>School community has a shared understanding and language when talking about Toora Essentials; students, staff and parents accept they all have important roles and responsibilities and that success needs all groups to work together for the benefit of students. Students will use GenEd to share learning goals and reflections. Teachers will use GenEd to set appropriate learning tasks and provide timely feedback, in particular for Interpersonal Development and Science learning. Parents will access GenEd to receive regular feedback regarding their child’s learning.</td>
<td>Improved student attitude survey data. Students attain at or above expected levels of achievement in Science and Interpersonal Development. Comprehensive and clearly written documents for Science, Interpersonal Development and Student Engagement and Wellbeing policy are available in each classroom (Staff Admin Box plus on school intranet) and are implemented by all teachers. Improved parent opinion survey data.</td>
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### Success Indicators & Evidence

- Students will know what to expect when at school and will have a clear understanding of Toora Essentials.
- Students will be able to verbalise what they are learning and why.
- Students will take more responsibility for their learning and behaviour.
- Students will feel valued members of their class and experience success.
- Students will share their learning goals and reflections on GenEd and will receive constructive feedback from teachers in regards to their learning outcomes.

### STUDENTS

- Content will have through lines that provide consistency and developmental learning of Science and Interpersonal Development matched to individual student needs.
- Integrated use of ICT will support student learning and engagement. GenEd will be used to track student progress.
- Explicit teaching of social skills.
- All interactions between staff and students will impact student Interpersonal Development and aims to reinforce the building of positive and respectful relationships and feelings of self-worth and connectedness.

### CONTENT

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How will we implement the actions?

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- learning tasks; providing students with the language to talk about their learning.
- Teachers will provide time and guidance for student goal setting and reflection, in particular Personal Learning Goals – led by Student Welfare Worker (Sara).
- All staff will model positive behaviours and have high expectations of our students.
- feedback provided whenever possible.
- Daily – ongoing.

### Student Engagement & Wellbeing

Goal (From Strategic Plan): To improve students’ resilience and wellbeing and their engagement in their learning.
### Key Strategies for Improvement?

- Review, document and implement the school’s Student Engagement policy and program
- Develop and implement a whole-school approach to enhance students’ ownership of their learning.

### Evidence

Students learn best when they feel they belong and are committed to ongoing improvement. Positive relationships provide a safe and secure learning environment enabling students to reach their full potential.

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| **TEACHERS**
  - Collaboratively review and promote the school’s Student Engagement and Wellbeing Policy in line with DEECD requirements and Positive Behaviours in Schools.
  - Operationalise values in child-friendly terms.
  - Participate in professional learning about student engagement and quality teaching to minimise challenging behaviours (reduce student stress by providing guaranteed success).
  - Implement ‘Calmer Classroom’ strategies.
  - Develop Personal Learning Plans for all students and Individual Behaviour Management plans for individual students demonstrating challenging behaviours, in consultation with School Support Services, Student Welfare Worker, principal and parents.
| **How will these actions impact on the Instructional Core?**
  - Who is responsible for these actions?
  - When will it happen?
| **Expected changes in Practice and Behaviour**
  - Whole school community understands their role in establishing and maintaining a safe and secure learning environment to enable all students to reach their full potential.
  - Improved survey data (students, parents and staff)
  - Trusting, respectful relationships evident between students and staff, parents and staff.
  - Senior students participate in Support Group / Care Meetings when deemed supportive of their development.
  - Documentation provides clear direction to students, staff and parents.
| **Student Welfare Worker and Experienced Teacher will lead via Kids Matter and Positive Behaviours in Schools (see above)**
  - Student will provide supported Component of weekly staff meetings.
  - Regular contact with specialists and professional development, specifically Kids Matter and Positive Behaviours in School.
  - Parent meetings and workshops
  - Support Group/Care meetings
  - School Council meetings
  - Year 6 Leadership team weekly session
| **STUDENT**
  - Students will actively participate in the development of meaningful policy publications, for example, bullying prevention/cyber safety.
  - Students will be supported to understand and articulate their preferred learning styles.
  - Students will negotiate aspects of their learning.
  - Students will build learning confidence through modifying their learning in response to constructive feedback.
| **Who is responsible for these actions?**
  - Teachers will provide supported**
### Key Actions

**How will these actions impact on the Instructional Core?**

How will we implement the actions?

Consider actions to impact the teacher, the student and the content.

### Accountability

**Who is responsible for these actions?**

**When will it happen?**

**Expected changes in Practice and Behaviour**

### Success Indicators & Evidence

**One Year Targets**

### CONTENT

- Classroom environments scaffold learning independence.
- Students set short-term measurable goals.
- Opportunities for students to reflect on and celebrate their achievements, for example with their parents via GenEd.
- Provisions made to support all students to reach their goals.
- Constructive feedback.

Opportunities for students to make decisions regarding their learning and will provide on-the-spot guiding questions and feedback.

Daily - Ongoing

throughout the school. (Teachers are familiar with Hattie’s ‘Visible Learning’ and implement specific strategies, such as feedback, to enhance student learning.)

### Student Pathways & Transitions

**Goal (From Strategic Plan):** To provide positive transitions and learning pathways for all students.

**Key Strategies for Improvement?**

Review, strengthen and document the school’s transition processes.

**Evidence**

Smooth transitions enhance student learning.
# Key Actions

**How will these actions impact on the Instructional Core?**

**How will we implement the actions?**

**Consider actions to impact the teacher, the student and the content.**

## TEACHERS
- Refine the handover information from one teacher to the next, inclusive of the Student Portfolio that tracks student progress through the school.
- Clarify the process of exchanging student information between one Primary school and another; and from Primary to Secondary settings.
- Draw together details of all transition processes, role statements and timelines into a fully documented whole-school transition policy and program.
- Work with network schools via the Principals network and/or the Welfare Officer network to ensure TPS Transition policy is in-line with neighbouring schools and clarifies and supports the transferring of students from one school to another.
- Monitor satisfaction with the kindergarten to Prep transition program and the preparation of Year 6 students for secondary college.

## STUDENTS
- Students will fully engage in learning experiences designed to support their transition into their new learning environment.
- Students will be able to identify and articulate what learning experiences will specifically support their transitions and why.

## CONTENT
- Rotations
- Buddy Program
- School and Kinder visits
- Inter-school sport
- You Be The Coach
- Group Days
- Music Program
- Quality teaching and learning across the curriculum.

## Accountability

**Who is responsible for these actions?**

Business Manager (Di), Student Welfare Worker (Sara), Principal (Barb).

**When will it happen?**

Regularly throughout the school year.

Documentation to be finalised early 4th term.

**Expected changes in Practice and Behaviour**

Toora Primary School community will be fully aware of the positive relationship the school has with the kindergarten and secondary college and will feel confident that TPS successfully prepares students, and families, for student transitions.

## One Year Targets

- Improved parent survey data.
- Toora Primary School has a clearly documented transition policy and program in-line with neighbouring schools, that meets the needs of the school, kindergarten, secondary college and parents.
- Student performance is tracked and documented in an easily transferable mode.