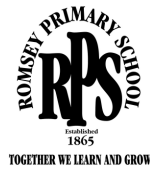


Annual Implementation Plan 2015

Romsey Primary School

No 366

Based on Strategic Plan developed for 2013 - 2016



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.	✓
		Joan Gibbs 12.03.13
Signed by School Council President	Insertion of a tick (✓) in the next column indicates that the School Council president has signed this Annual Implementation Plan	✓
		Elizabeth McDonell 12.03.13

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve literacy and numeracy outcomes of every student at Romsey Primary School.	<p>Literacy & Numeracy</p> <p>Improve the percentage of students performing at above their previous levels each year from 2012-2015 as assessed by teacher judgements.</p> <p>By 2015 the percentage of year three students achieving at or above expected bands in literacy and numeracy will continue to achieve at or above expected bands in literacy and numeracy in year 5. (as assessed by NAPLAN)</p>	Further develop the school community's capacity to support a whole school consistent approach to the teaching of literacy and numeracy.
Student Engagement and Wellbeing	To improve student engagement and wellbeing in all aspects of their learning.	<p>Scores relating to student behaviour and management in student, staff and parent survey improving each year.</p> <p>Improving the scores for all variables in the school climate component of the parent opinion survey to improve each year.</p>	<p>Building the school communities capacity to implement a rigorous approach to school management.</p> <p>Expanding student involvement in the school environment.</p>
Student Pathways and Transitions	To improve the transition of all students coming into the school, moving through the school and exiting the school.	The score for the variable of transitions in the parent opinion survey will increase each year.	Building the school community's capacity to implement effective processes and programs that support all students throughout their schooling at Romsey Primary School.

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>Further develop the school community's capacity to support a whole school consistent approach to the teaching of literacy and numeracy</p>	<p>Maintain a consistent common language and approaches in the teaching of literacy and numeracy from prep to year 6</p> <ul style="list-style-type: none"> ▪ Continue whole school consistent approach to literacy and numeracy ▪ Establish literacy and numeracy teams ▪ Consolidate components of The Six Traits of Teaching Writing covered and introduce sentence fluency, word choice and conventions ▪ Continue mentoring for new teachers to Romsey Primary School ▪ Continue peer observation and feedback on teaching practice 	<ul style="list-style-type: none"> ▪ Continue professional learning on whole school approach and use of data to drive teaching. ▪ Professional learning on Six Traits of Writing ▪ Teachers to share and model exemplary practice and give each other feedback ▪ Use "Teach Like a Champion" techniques ▪ Regular learning walks 	<p>Leadership Team & Literacy leader</p> <p>Professional Learning Team leaders and Leadership Team</p> <p>All teaching staff</p> <p>All teaching staff</p>	<p>Day 1 and 2</p> <p>Throughout year</p> <p>Twice a term</p> <p>One a term</p>	<ul style="list-style-type: none"> ▪ All teachers are using student performance data to inform their teaching • All year level teachers are using a consistent explicit approach to teaching literacy and numeracy ▪ Koori students, high achievers and 'at risk' learners have Individual Learning Plans regularly reviewed
	<p>Implement differentiated learning strategies in all classrooms</p> <ul style="list-style-type: none"> ▪ PLT planners to document extension and additional support activities ▪ Continue ILP for students 12 months or more below, 12 months above expected level and Koori students 	<ul style="list-style-type: none"> ▪ Staff meetings and Professional Learning Teams plan and sharing exemplary practice ▪ Individual Learning Plans documented ▪ Professional Learning Team planning days CRT coverage \$5300 	<p>All teaching staff Assistant Principal and Principal</p> <p>All teachers</p> <p>Leadership Team and Professional Learning Teams</p>	<p>Ongoing</p> <p>All teaching staff</p> <p>Once a term</p>	<ul style="list-style-type: none"> ▪ By end of year, staff to have shared practices in the implementation and embedding of differentiated learning strategies. ▪ All teachers involved in observation and feedback on consistent school approach to teaching reading, writing and numeracy
	<p>Monitor consistent assessment practices and teaching in all classrooms including regular moderation</p> <ul style="list-style-type: none"> ▪ On Demand adaptive testing to assess levels and 	<ul style="list-style-type: none"> ▪ Numeracy & Literacy data up 	<p>All teaching staff</p>	<p>Assessment Schedule</p>	<ul style="list-style-type: none"> ▪ Professional Learning Teams

	<p>inform teaching</p> <ul style="list-style-type: none"> Analyse student data more effectively within and across AusVELS levels. Implement reviewed Assessment Schedule to maintain rigorous and relevant collection of student data. Use of common language in literacy and numeracy by staff, students and parents prep to year 6. Provide regular opportunities for moderation 	<p>to date on server</p> <ul style="list-style-type: none"> Professional Learning Team meetings Numeracy Interview & On-line English Assessment Introduce Envision (Prep-2) to support numeracy planning and assessment +Oxford Reading Assessment P-6 (\$.795) Continue regular moderation sessions across PLTs and within PLTs 	<p>All teaching staff</p> <p>Prep teachers</p> <p>P-6 teachers</p> <p>Leading Teacher: and Professional Learning Teams</p>	<p>Term 2 weekly</p> <p>Term 1</p> <p>Throughout year</p> <p>Once a term</p>	<p>sharing data and using it to drive their teaching</p> <ul style="list-style-type: none"> Consistent, relevant and regular assessment and data collection across the school
	<p>Ongoing Professional Learning in exemplary practices in Literacy and Numeracy</p> <ul style="list-style-type: none"> Introduce new spelling program based on research Professional learning on running records & student reading goals All teachers to analyse student data to differentiate their teaching Implement Numeracy Action Plan completed during Leading Numeracy Bastow program Explicit teaching to reflect 2014 NAPLAN Literacy and Numeracy Item Analysis 	<ul style="list-style-type: none"> Professional learning session facilitated by STILE Consistent instructional model for teaching numeracy (whole part whole) Staff professional learning on spelling Displayed learning intentions for all lessons 	<p>Teaching staff & Education Support staff</p> <p>Leadership & teaching staff</p> <p>Teaching staff</p> <p>Throughout year</p>	<p>29th January</p> <p>Ongoing</p> <p>Ongoing</p> <p>Daily</p>	<ul style="list-style-type: none"> All teachers using a common language to teach Numeracy All teachers using consistent model for teaching Literacy and Numeracy Planners to reflect explicit teaching as identified in NAPLAN Item Analysis Planners will reflect the recognition of differentiated learning.
	<p>Explore further ways to engage parents in their children's learning</p> <ul style="list-style-type: none"> Continue to promote school exemplary programs through local media Regularly update school web site Continue electronic communication Promote school programs in office area 	<p>Newsletter added to web site weekly</p> <p>Train selected staff to update website regularly</p> <p>Email parents</p> <p>Use big screen</p>	<p>Library technician</p> <p>Website support group</p> <p>Library technician</p> <p>Assistant principal</p>	<p>Term 1</p> <p>Ongoing Weekly</p>	<ul style="list-style-type: none"> Media display folder contains 8 or more articles Whole school events held each term

	<ul style="list-style-type: none"> Extend presentations by students Organise whole school events 	<p>At assemblies & parent meetings</p> <p>Issue invitations to parents in newsletter and emails</p>	Leadership team	<p>Special events</p> <p>Assembles & special events</p>	<ul style="list-style-type: none"> Newsletter emailed on a weekly basis
<p>To improve student engagement and wellbeing in all aspects of their learning</p>	<p>Building the school communities capacity to implement a rigorous approach to school management</p> <ul style="list-style-type: none"> Continue term foci on You Can Do It keys and YCDI Awards System Conduct professional learning for all staff Implement new whole school program at beginning of 2015 Continue to build stronger partnerships with parents and the wider community Extend student feedback regarding teacher practice and student engagement 	<p>Install new signage in school entrance</p> <p>The Four Rooms PD for all staff (\$1500)</p> <p>Establish new Wellbeing Team</p> <p>Conduct A Positive Start to 2015</p> <p>Design student feedback/survey models</p>	<p>Principal</p> <p>All staff</p> <p>Teachers</p> <p>Assistant Principal/Leadership Team</p> <p>Teaching staff</p>	<p>February</p> <p>Student free day</p> <p>Ongoing</p> <p>Beginning of term 1 and ongoing</p> <p>Twice a year</p>	<ul style="list-style-type: none"> You Can Do It program used across the school. Parent Survey and Attitudes to School Survey shows a positive trend in Student Engagement and Behaviour Management Student led activities implemented and reflected in students positive attitudes and behaviour
	<p>Expanding opportunities for student leadership and involvement across the whole school</p> <ul style="list-style-type: none"> Continue student leadership roles in Student Council, House Captains, Performing Arts, Visual Arts and Peer Mediation Consolidate transition program kindergarten to Prep Student and parent representatives on Graduation Planning Team Continue ResourceSmart program with leadership roles for students as Green Heroes ANZAC Day celebrations Plan & celebrate RPS 150th years of education 	<p>Elect students and regularly meet</p> <p>Attend GRIP Young Leaders day.</p> <p>Conduct activities at kindergarten for transition</p> <p>Form Graduation Team</p> <p>Regular Green Hero meetings</p> <p>Involve students in celebrations</p>	<p>Student Council and classrooms</p> <p>Y 3-6 Student Council</p> <p>Assistant Principal/Prep PLT leader</p> <p>Year 6 teacher, parent and student representatives</p> <p>Students leaders and Principal</p>	<p>Term 1, 2, 3 & 4</p> <p>Term 1</p> <p>Term 3 & 4</p> <p>Term 4</p> <p>Throughout year</p>	<ul style="list-style-type: none"> New student leaders actively involved in school Regular Student Council events promoted at assembly and held Students presentations are a regular part of parent meetings Core Module of Resource Smart program completed

<p>Building the school community's capacity to implement effective processes and programs that support all students throughout their schooling at Romsey Primary School.</p>	<p>Communicate clearly to parents the transition program, using a range of media</p> <ul style="list-style-type: none"> ▪ Formal year level visits. ▪ Regular information to inform parents about transition ▪ Maintain positive links with preschool, childcare, kindergarten and secondary school providers 	<p>Team meetings</p> <p>Web site / Newsletter articles</p> <p>Parent survey</p>	<p>Leadership</p> <p>Principal / Assistant Principal</p> <p>Prep Transition Coordinator</p>	<p>Term 3 & 4</p> <p>Throughout year</p> <p>Term 1 and 4</p>	<ul style="list-style-type: none"> ▪ School Newsletter to feature Transition program in term 3 and 4 ▪ Parents positive about transition
	<p>Provide time for teachers to have a formal "hand over" to share information and data</p> <ul style="list-style-type: none"> ▪ Maintain data on Literacy and Numeracy on Server ▪ Maintain Student Profile Summary for individual student files ▪ Comprehensive handover of individual student information to next teacher 	<p>Professional Learning Team meetings devoted to data entry</p> <p>Teachers</p> <p>Timetabled teacher meetings</p>	<p>Leading Teacher</p> <p>Leadership Team</p> <p>Teaching staff</p>	<p>Updated regularly</p> <p>Regularly updated</p> <p>Term 4</p>	<ul style="list-style-type: none"> ▪ Student moving confidently to next year level of schooling ▪ All staff including CRTs have a knowledge of 'at risk students', Behaviour Management Plans and individual students needs
	<p>Maximise the opportunities for Romsey PS to increase prep enrolments</p> <ul style="list-style-type: none"> • Continue pre-school student leadership group visits • Advertise and implement school tours • Continue to conduct the School Readiness program ▪ Hold new prep parent information sessions 	<p>Selected student leadership team to be involved in kindergarten sessions</p> <p>Posters and information in the kindergarten, media and web page</p> <p>Prep teachers hold session at the kindergarten</p> <p>Parent session held at school</p>	<p>Assistant Principal and selected students</p> <p>Principal / Assistant Principal / media co-coordinator</p> <p>Prep teachers and Principal</p> <p>Principal/Assistant Principal and invited presenters</p>	<p>Throughout the year</p> <p>Regular intervals from late term2 – early term 4</p> <p>Term 2</p> <p>November /December</p>	<ul style="list-style-type: none"> ▪ 65% of Romsey Kindergarten students enrolled at RPS ▪ Maintain the high standard of prep transition program

To build the school's capacity in sustainability

<ul style="list-style-type: none"> ▪ Establish ResourceSmart team ▪ Elect Green Hero Captains and class representatives ▪ Embed Sustainability into literacy and numeracy activities ▪ install Energy Saving lighting in classroom block ▪ Establish parent representative for ResourceSmart and garden program 	<p>Signage</p> <p>Present badges and meet regularly</p> <p>Literacy & numeracy planning</p> <p>Energy Efficiency grant fully spent (\$7,000)</p> <p>Regularly meet</p>	<p>Principal</p> <p>PLT teams</p> <p>Staff ResourceSmart team & Green Heroes</p> <p>Electrician</p> <p>Twice a term</p>	<p>January 2015</p> <p>At least twice a term</p> <p>Term 1</p> <p>End of term 2</p> <p>Regular information in newsletter promoting web site</p>	<p>Achieve Three Star Status on the Resource Smart program</p> <p>The school has complete Energy module</p> <p>Parent accessing ResourceSmart page on web site</p>
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