Department of Education and Early Childhood Development

State Government Victoria

Annual Implementation Plan 2015
Thomastown Meadows Primary School 5134

Based on Strategic Plan developed for 2013-2016

Endorsement by School Principal	Signed: ……………………………………. (Principal's signature) Name: Robyn Baker Date: ……………………………………………
Endorsement by School Council	Signed: ……………………………………. (School Council President's signature) Name: Samir Afif Date: ……………………………………………
Endorsement by Regional Director or nominee	Signed: ……………………………………. (Regional Director or nominee's signature) Name: David Kilmartin Date: ……………………………………………

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	Continually foster the achievement of high quality educational outcomes for students of all abilities focussed on literacy, numeracy and curiosity	**VELS Reading, Writing, Speaking and Listening:** By 2016: • At least 20% student in Years P-6 to be achieving at VELS levels A & B in Reading. • At least 15% student in Years P-6 to be achieving at VELS levels A & B in Writing and • At least 10% student in Years P-6 to be achieving at VELS levels A & B in Speaking & Listening **VELS Number:** • By 2016 at least 15% of students in Years P-6 to be achieving at VELS levels A & B in Number ***NAPLAN (Reading, Numeracy)*** Increase the Matched Cohort School Mean Scaled Score Growth to at or above the State growth	• Build leadership and consistency in teacher practice across the school • Continue to build a whole school approach to literacy, numeracy and curiosity
Student Engagement and Wellbeing	Develop in each individual a sense of wellbeing and confidence in order to actively reach their potential	**Attitudes to School** By 2016 the School mean for: • 'Stimulating Learning' variable to be at or above 4.5 for girls and boys and Year 5 and 6 students • 'Student Relationships' variables to be at State Mean	• Focus on the development of 21st Century skills through inquiry based learning that promotes cooperation, collaboration, problem solving, innovation, flexibility and adaptation • Develop and implement a whole-school focus on the promotion of

		Staff Opinion Survey By 2016 the School mean for: • 'Student Behaviour' variables to be at or above State Mean **Parent Opinion Survey** By 2016 School mean for**:** • 'Classroom Behaviour' variables to be at or above 4.7 • 'Student Engagement' variables to be at or above State Mean **Student Attendance** Increase the average P-6 student attendance to be at State Mean	student voice, and student leadership
Student Pathways and Transitions	Enhance student transitions and pathways across VELS (or current measure) levels	**Parent Opinion Survey**: By 2016 School mean for**:** • 'Transition' variable be at or above 5.9 • 'Student Motivation' variable be at or above 5.85	• Improve transition processes through the school with particular focus on transition between VELS levels (or current measure) at Years P-1, 2-3 and 4-5.

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
Build leadership and consistency in teacher practice across the school	Continue with a Teaching and Learning Coach to model, mentor and collaboratively teach	SRP	Principal	By the end of 2014	• Teaching and Learning Coach will regularly be working in classrooms and with individual teachers during planning
	Continue with an eLearningt Coach to model, mentor and collaboratively teach	SRP	Principal	By the end of 2014	• eLearning Coach will regularly be working in classrooms
	Timetable four rotations of TRIADS in a year	Timetable	Assistant Principal Teaching and Learning Coach	Ongoing during 2015	• Staff will be consistently setting personal goals and reflecting on their teacher practice
	Ensure staff are using/referring to e5 Journal and Powerful Learning Curiosity book during TRIADS	Protocols and structure for the implementation of TRIADS	Assistant Principal Teaching and Learning Coach Classroom Teachers	Ongoing during 2015	• Staff will have rich conversations about teacher practice using and understanding consistent language surrounding teacher practice
	Continue to develop teacher capacity, strengthen mentoring and coaching, and maximise leadership opportunities	Timetable for TRIADS Time to conduct Curriculum Leaders' Meetings Agenda for Curriculum Leaders' meetings	Assistant Principal Teaching and Learning Coach	Ongoing during 2015	• Staff will be able to identify and articulate the elements of effective teacher capacity which will be discussed during PLT planning sessions
	Regularly Conduct Curriculum/eLearning Leaders' Meetings	Timetable Agenda for Curriculum/eLearning	Principal/Assistant Principal Teaching and Learning	Ongoing during 2015	• Minutes from Curriculum/eLearning Leaders meetings

		Leaders meetings	Coach eLearning Coach		
Continue to build a whole school approach to literacy, numeracy and curiosity	Continue to use the 7 High Reliability Literacy Teaching Strategies	Time during literacy sessions	Teaching and Learning Coach Classroom teachers	Ongoing during 2015	• Work programs will reflect the 7 High Reliability Strategies used in literacy sessions
	Continue to have a consistent approach to the teaching of maths	Professional Learning in Maths Time at Curriculum Leaders meetings	Teaching and Learning Coach Classroom teachers	Ongoing during 2015	• Maths planners are consistent across the whole school • Michael Ymer strategies are part of the teaching and documented in planners • P-2 teachers teaching EMU program strategies
	Begin work with the elements of curiosity and how to actively promote curiosity in our students	Professional Learning sessions conducted by the Teaching and Learning Coach Professional Reading	Leading Teachers Classroom Teachers	Ongoing during 2015	• Implement enquiry based focussed teaching approaches in the classroom
	Regularly provide opportunities for students to have a voice in what they are curious to learn	Weekly planning Planning Days	Classroom Teachers	Ongoing during 2015	• Work programs reflect students having a voice in what they are curious to learn
	Reintroduce the elements of the Thinking Curriculum that the school had previously developed	Planning sessions Curriculum meetings Planning Days	Teaching and Learning Coach Classroom teachers	Ongoing during 2015	• Work programs reflect the use of thinking tools and high order questioning to promote thinking
	Continue to implement AusVELS	Professional Learning Curriculum Day	Leading Teachers Assistant Principal Classroom teachers	Ongoing during 2015	• AusVELS used to plan for teaching and learning • Teachers reporting against AusVELS
	Continue to analyse data and formative assessment	Professional Learning in data	Teaching and Learning Coach	Ongoing during 2015	• Teachers assessing students and analysing the data to inform

		analysis Student Performance Analyser Zone of Proximal Development Template	Classroom teachers		• teaching and learning • Teachers using fluid groupings based on data
Focus on the development of 21st Century skills through inquiry based learning that promotes cooperation, collaboration, problem solving, innovation, flexibility and adaptation whilst promoting student curiosity and stimulating learning	Professional Learning in curiosity, defining it and what it will look like in classrooms	Professional learning sessions Professional Reading	Leading Teachers Classroom teachers	Ongoing during 2015	• A common understanding of what curiosity is and what looks like in the classroom.
	Develop elearning Plan and ICT protocols	Developing an eLearning plan	eLearning Coordinator and whole school staff eLearning Team	By end of 2015	• Analyse current ICT using by filling out eLearning planning Matrix
	Use ICT to develop inquiry based learning promoting cooperation, collaboration and problem solving	Class time Meeting time	ICT teacher/eLearning Coach eLearning Leaders Classroom teachers	Ongoing during 2015	• ICTwill regularly be used in classrooms
	Further develop investigation in to teaching approaches to develop curiosity	Professional Learning in Curiosity Professional Reading	Leading Teachers Classroom teachers	Ongoing during 2015	• Further embedding inquiry based learning approaches that incorporate ICT in the classrooms.
	Challenge the curiosity of students by setting them problems proportional to their knowledge in Integrated Curriculum	PLT meetings PLT planning	Classroom teachers	Ongoing during 2015	• See evidence in weekly planners that students are provided with opportunities to be curious • Further embedding inquiry based learning approaches that incorporate ICT in the classrooms.
Develop and implement a whole-school focus on the promotion of student voice, and student leadership	Appoint a staff member to lead student leadership within the school		Principal	By end of 2014	• Teacher will be designated as student leader • Meetings with student leaders will be conducted
	Student leaders to conduct school	Weekly JSC Meeting	JSC Members overseen by	JSC meet to plan	• Whole School Assembly will be

	assemblies	Time	JSC teacher	the weekly agenda for Friday afternoon Assembly	planned and conducted by JSC
	Teachers to have structures in place that allow for the development of student voice	Planning Days, PLT and JSC Meetings	Initiated by JSC teacher and promoted through JSC	Teachers to allocate time for representatives to give a JSC report and to provide a venue for students to express their ideas about improving their school	• JSC Reports and Minutes • Feedback from class teachers and students
	Investigate the development of a survey on student voice for students in the whole school to complete	JSC Meeting	JSC members and JSC teacher	Term 2 students will be surveyed to determine their priorities in terms of improving their school	• Students design and conduct a school survey • Analyse the survey to determine concerns and priorities
	Professional Learning on feedback to students	PL sessions PLT Meetings	Teaching and Learning Coach	Term 2	• Class teachers provide feedback when helping students set leaning goals
Improve transition processes through the school with particular focus on transition between VELS/AUSVELS levels at Years P-1, 2-3 and 4-5.	Dates selected for internal transition	Staff and PLT meetings	Classroom teachers across all levels Assistant Principal	By end of Term 1	• Dates for Internal Transition will be published at the end of Term 1 and included in Term Planner
	Multiple transition activities take place across the school	PLT and Planning Times meetings	Class Teachers	Term 4	• Students at each level will participate in a series of Transition activities