Annual Implementation Plan 2014
Heathcote Primary School
0300
Based on Strategic Plan developed for 2012 - 2015

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed: (Principal’s signature)</th>
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<tbody>
<tr>
<td>Name: Cindi Bruechert</td>
<td>Date: 19.03.14</td>
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<tr>
<th>Endorsement by School Council</th>
<th>Signed: (School Council President’s signature)</th>
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<tr>
<td>Name: Glenn Wilson</td>
<td>Date: 19.03.14</td>
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## Strategic Intent

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<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
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| **Student Learning** | To improve student learning outcomes in English and Mathematics. | • By 2015, the percentage of students achieving above the expected level as assessed by Teacher Judgements against the VELS will be:  
  o At least 35% for Reading  
  o At least 30% for Writing and Number  
  o At least 25% for Speaking & Listening and Measurement, Chance & Data  
 • By 2015, the percentage of students at each Year Level achieving below the expected level as assessed by Teacher Judgements against the VELS will have decreased each year. | • By the end of 2014, the percentage of students achieving above the expected level as assessed by Teacher Judgements against the VELS will be:  
  o At least 30% for Reading  
  o At least 25% for Speaking & Listening and Measurement, Chance & Data  
 • By the end of 2014, the percentage of students at each Year Level achieving below the expected level as assessed by Teacher Judgements against the VELS will have decreased. |
| **Student Engagement and Wellbeing** | To improve student engagement in their learning. | • By 2015, the scores in the Attitudes to School Survey will be at or better than:  
  o 4.7 for Student Motivation  
  o 4.6 for Student Safety  
  o 4.6 for Stimulating Learning  
 • The scores for all variables relating to student behaviour in the Parent Opinion and Staff Opinion Surveys will improve each year to 2015.  
 • By 2015, student absence will be reduced to an average 16 days or less. | • By the end of 2014, the scores in the Attitudes to School Survey will be at or better than:  
  o 4.6 for Student Motivation  
  o 4.5 for Student Safety  
  o 4.5 for Stimulating Learning  
 • The scores for all variables relating to student behaviour in the Parent Opinion and Staff Opinion Surveys will improve by the end of 2014.  
 • By the end of 2014, student absence will be reduced to an average 18 days or less. |
| **Student Pathways and Transitions** | To improve transition for all students at key transition points in their schooling. | • The score for the Transition and General Satisfaction variables in the Parent Opinion Survey will increase each year to 2015.  
 • Each year to 2015, 100% of respondents surveyed in the school-based Transition Survey will be satisfied or highly satisfied with the transition of their children. | • The score for the Transition and General Satisfaction variables in the Parent Opinion Survey will increase by the end of 2014.  
 • By the end of 2014, 100% of respondents surveyed in the school-based Transition Survey will be satisfied or highly satisfied with the transition of their children. |
### Key Improvement Strategies and Significant Projects

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<tr>
<th><strong>What (Actions)</strong></th>
<th><strong>How (Resources)</strong></th>
<th><strong>Who</strong></th>
<th><strong>When</strong></th>
<th><strong>Achievement milestones</strong></th>
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</table>
| Build teacher capacity to implement consistent teaching practices and utilise assessment data effectively, through the implementation of the ‘Partnerships for Learning’ projects and other funded projects, including:  
  - Principals as Literacy Leaders Project  
  - School Improvement - Small Schools Mathematics Partnership  
  - School Wide Positive Behaviour Support Program | Review teaching and learning strategies and teacher assessment practices throughout the school  
  - Planning time allocated  
  - Project Funding  
  - TRIAD team meetings | Principal  
  - All teaching staff | Each Term | TRIAD teams meeting regularly with discussion focused on pedagogical issues and assessment processes  
  - School Assessment schedule reviewed |
| Establish processes across the school to use data more effectively when planning | Professional learning on understanding data  
  - Planning time allocated  
  - Project funding  
  - TRIADS teams | All teaching staff  
  - TRIADS teams | Each Term  
  - Ongoing data analysis | All staff involved in frequent and regular assessment moderation |
| Establish the use of common planning documents | Allocated professional learning time – whole staff and teams  
  - Project funding | All teaching staff | Term 1  
  - Revise each term | Common planning documents used and documents housed on school server |
| Use AITSL Standards as the basis for staff discussion of teaching and learning approaches focused on improving teacher practice | Allocated professional learning time – whole staff and teams  
  - Project funding | All teaching staff  
  - TRIADS teams | 1 professional learning session per term  
  - Ongoing discussion | AITSL standards being used regularly during self and peer reflections |
| Develop and implement teaching approaches and classroom management approaches across the school that support an engaging and productive learning environment. | Review and revise the current Inquiry Learning plans and provide professional learning sessions for all staff on the Inquiry Learning process  
  - Allocated professional learning time – whole staff and teams  
  - Professional learning budget | Principal  
  - Inquiry Learning Consultant | 1 professional learning session per term | Current Inquiry Learning plans have been reviewed and revised and all staff have participated in professional learning sessions for on the Inquiry Learning process |
| Review student and parent opinion data trends related to student engagement and conduct issues forums with student and parent groups | Planning time allocated | Principal  
  - Unit Leaders | Term 1  
  - Term 3 | Student and parent opinion data trends related to student engagement reviewed and suggested changes have been implemented |
| Strengthen parent – teacher partnerships to effectively monitor and follow up student absences, with particular focus on our Koorie students | Develop and implement clear communication with parents about student absence  
  - Timetabled meetings  
  - Visual Display | Principal  
  - Unit leaders | Ongoing each term | A visual display of student attendance data developed and displayed in a prominent place in the school |
| Implement additional strategies from the *Every Day Counts* initiative | ‘Every Day Counts’ resources | Principal  
  - All teaching staff | Ongoing each term | Additional strategies from the *Every Day Counts* initiative implemented |
<table>
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<tr>
<th>Key Improvement Strategies and Significant Projects</th>
<th>What (Actions) the activities and programs required to progress the key improvement strategies</th>
<th>How (Resources) the budget, equipment, IT, learning time, learning space</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>Achievement milestones the changes in practice or behaviours</th>
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<td>Implement school processes and programs that support the seamless transition for all students moving from pre-school to school, from Year Level to Year Level, transferring into and out of the school and moving from primary to secondary school settings.</td>
<td>Examine current transition programs and explore the introduction of more individualised programs for student transition into, through and out of the school</td>
<td>Allocated professional learning time – whole staff and teams</td>
<td>Principal All teaching staff</td>
<td>Term 1 Term 3</td>
<td>Individualised programs introduced for student transition into, through and out of the school</td>
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<td>Transition budget</td>
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<td>Establish, document and implement a transition process for all new students enrolling at the school – with particular reference to students enrolling during the year from other schools</td>
<td>Planning time allocated</td>
<td>Principal Unit Leaders</td>
<td>Term 1 Term 3</td>
<td>A thorough transition process implemented for all new students enrolling at the school</td>
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<td>Develop a stream-lined process for communicating student information from teacher to teacher and from school to school</td>
<td>Planning time allocated</td>
<td>Principal Unit Leaders</td>
<td>Term 4 Ongoing</td>
<td>A stream-lined process developed for communicating student information from teacher to teacher and from school to school</td>
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<td>Implement the School Wide Positive Behaviour Support Program across the school</td>
<td>Embed the project into school curriculum and planning as an integrated source of learning</td>
<td>SWPBS funding</td>
<td>Principal SWPBS Staff Member Staff from Mentor School – Essendon Primary School</td>
<td>Initiated Term 1 then Ongoing</td>
<td>School Wide Positive Behaviour Support Project embedded into the school curriculum and measurable improvements made in student engagement and student behaviour</td>
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