Annual Implementation Plan 2015
Bellbridge Primary School
5254
Based on Strategic Plan developed for 2012 – 2015

Endorsement by School Principal
Signed........................................... (Principal’s signature)
Name: DEBBIE CLANCY
Date: February 23rd, 2015

Endorsement by School Council
Signed........................................... (School Council President’s signature)
Name: ELLISA COLE
Date: February 23rd, 2015
### Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Long Term Targets (by 2015)</th>
<th>One Year Targets (by December, 2015)</th>
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</table>
| **Student Learning** | To improve outcomes for students in literacy and numeracy. | By 2015:-  
- Year 5 Reading (NAPLAN) will show 60% of students are two or more bands above the expected levels (Bands 6, 7 & 8).  
- Year 3 to year 5 NAPLAN cohort data will show 15% more students in Year 5 achieving two or more bands above expected levels when compared to their Year 3 achievement.  
- Staff Opinion Survey variables of role clarity, participative decision making and supportive leadership will be in alignment. | • Year 5 Reading (NAPLAN) will show 60% of students are two or more bands above the expected levels (Bands 6, 7 & 8).  
• Year 3 to Year 5 NAPLAN cohort data will show 15% more students in Year 5 achieving two or more bands above expected levels when compared to their Year 3 achievement.  
• Staff Opinion Survey variables of Staff Trust (Role Clarity) – (533), Shielding/buffering (Supportive Leadership) – (573) and Teacher Collaboration (Participative Decision Making) – (553) will maintain a level of satisfaction that is at or above ‘All Primary Schools’. |
| **Student Engagement and Wellbeing** | To improve student engagement and wellbeing in a positive, safe learning environment.  
To continue to reduce the number of student absences. | By 2015:-  
- The Parent Opinion Survey variable for Behaviour Management will score 5.5 or higher.  
- Student Attitudes to School survey data will register at or above 4.5 on the variable of Safety.  
- The variable on the Staff Opinion Survey for Effective Discipline will exceed 4.6.  
- The average number of student days absent will be less than 12. | • The Parent Opinion Survey variable for Behaviour Management will score at or above 5.5. (2014 – 5.77)  
• Student Attitudes to School survey data will register at or above 4.5 on the variable of Safety. (2014 – 4.32)  
• The variable on the Staff Opinion Survey for Collective Efficacy (Student Behaviour Management) will be at or above the score of ‘All Primary Schools’. (2014 – 531)  
• The average number of student days absent will be less than 12. |
| **Student Pathways and Transitions** | To improve students’ pathways as they progress through the stages of learning. | In 2015:-  
- The variable about parent input in the Parent Opinion Survey will at or above 5.4.  
- The variable about student motivation in the Staff Opinion Survey will be at or above 4.6. | • The variable about Parent Input in the Parent Opinion Survey will be at or above 5.2. (2014 – 5.7)  
• The variable about Collective Focus on Student Learning (Student Motivation) – (555) in the Staff Opinion Survey will be at or above “All Primary Schools”. |
<table>
<thead>
<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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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>Focus on consistent school wide implementation of literacy, numeracy and visible learning strategies via PLT’s and coaching.</td>
<td>Regular PLT sessions, e.g. Fountas &amp; Pinnell Assessment &amp; Reporting Reading/Comprehension Visible Learning (feedback).</td>
<td>Principal Class and Leading Teacher PLT Coordinators.</td>
<td>Curriculum Day – 28/1, 29/1, and 30/1 Time-tabled during planning time x 1 hour every fortnight</td>
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<td>Practise the elements of effective Professional Learning Communities with reference to J. Hattie, R.Marzano &amp; DuFours</td>
<td>Leadership Team Meetings -principles (professional readings) -videoclips -shared presentations -analysis of whole school data &amp; focus on additional time &amp; support</td>
<td>Leadership Grade Leaders PLT Coordinators Teachers.</td>
<td>Reflection and data review meeting at the end of each term</td>
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<td>Use Fountas &amp; Pinnell for assessment and tracking of reading and comprehension across the whole school.</td>
<td>Literacy Budget and Assessment &amp; Reporting Budget As per the school wide assessment schedule</td>
<td>All teachers.</td>
<td>End of Term 1, end of Term 2 &amp; November</td>
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<td>Regularly track and monitor student data (Reading, Writing, Number) to inform programs and strategies for improved student outcomes, additional time and support for students, as required</td>
<td>Monitoring, moderation and consistent judgement in Team meetings, including the Data Wall and Data Booklet</td>
<td>All teachers and Leadership Team.</td>
<td>End of each term</td>
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<td>Purposeful use of ICT tools and programs to support differentiated, needs based learning</td>
<td>ICT Budget Coaching by ICT Leaders &amp; Technicians PL re tools and strategies re approaches to Inquiry Learning</td>
<td>All teachers with coaching from the ICT Leader.</td>
<td>Daily as per class work program</td>
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<td>School based survey will reflect 90%+ teacher confidence re effective implementation of literacy and numeracy strategies.</td>
<td>Staff Opinion Survey data re Collective Efficacy, Teacher Collaboration and Guaranteed/Viable Curriculum will be at or above ‘All Primary Schools’.</td>
<td>All teachers will regularly update and monitor the whole school developmental continuum (data wall)</td>
<td>All students in Grades 4 – 6 to have access to netbooks every day</td>
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### Student Engagement and Wellbeing

Support teachers to build a school wide approach to student management.

Continue to refine a versatile approach to the use of learning spaces that encourages student engagement and supports explicit teaching.

- Implement school wide strategies and procedures for behaviour management in classrooms and playground.
- Whole school participation and implementation of the ‘School Wide Positive Behaviour Support Program’ (SWPBS).
- Dedicated role for school based Primary Welfare Officer to oversee student welfare programs (0.5).
- Dedicated role for Counselling and Family Support (0.2).
- Implement 1:1 Netbook program in Grades 4 - 6.
- Regular promotion and celebration of student attendance.
- Regular reference to consistent use of school based behaviour management documents.
- SWPBS Team will facilitate at least one Staff Meeting each term.
- SRP.
- ICT Budget Parent contributions - $200 per year/$60 per term.
- Newsletters Assemblies Awards, certificates.
- Transition Budget School Tours Information events Buddy program.
- School based survey re Transition for parents and students.
- Whole school transition program.
- Parent/Teacher/Student Expo & information sessions Parent Teacher Interviews ILP meetings Play Group Student diaries and communication books.
- Transition Coordinators in Prep and Grade 6.
- Leadership Team All teachers.
- ILPs - As required OR at least 3 per year.
- Daily.

### Student Pathways and Transitions

Continue to develop personalised learning for all students, whilst building parent, teacher and student partnerships.

- Develop and maintain reciprocal relationships with local kindergartens and secondary schools.
- Maintain school wide transition strategies and programs.
- Promote purposeful partnerships between home and school by setting and sharing personal goals for student achievement.
- Transition Budget School Tours Information events Buddy program.
- School based survey re Transition for parents and students.
- Whole school transition program.
- Parent/Teacher/Student Expo & information sessions Parent Teacher Interviews ILP meetings Play Group Student diaries and communication books.
- Transition Coordinators in Prep and Grade 6.
- Leadership Team All teachers.
- ILPs - As required OR at least 3 per year.
- Daily.

### Implementation

- Day 3 of whole school Curriculum Day, January 30th.
- Briefing – Feb 3rd during Staff Meeting.
- All year.
- Beginning week 4 in Term 1.
- All year.
- End of each month, term and year.
- Consistent records of student management will be maintained by teachers.
- Overall average rating of at least 80% in school based Student Survey to be maintained.
- The variable on the Staff Opinion Survey for Collective Efficacy (2014–531) will be at or above the score of ‘All Primary Schools’.
- Parent Opinion Survey data re Behaviour Management to exceed 5.5 (2014 – 5.7).
- Average number of student absent days across P – 6 will be less than 12 days.

### Reciprocal relationships

- Reciprocal relationships will continue between Bellbridge PS and Yeramboee Kindergarten and Hoppers Crossing SC.
- The variable re Parent Input in the Parent Opinion survey will be at or exceed 5.5 (2014–5.7).
- Staff Opinion Survey data re Parent & Community Involvement (2014 – 550) will be at or above ‘All Primary Schools’.