Based on Strategic Plan developed for 2014-2017

<p>| 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. | Jill Mitchell [Insert Date] |
| Endorsement by Regional | Insertion of a tick (✓) in the next column indicates | [Insert Tick Here] |
| Network Leader | that the Regional Network Leader has endorsed this Annual Implementation Plan |</p>
<table>
<thead>
<tr>
<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
</tr>
</thead>
</table>
| **Student Learning** | To ensure all Thomastown Primary School students are literate, numerate and curious learners | -For each student to achieve at least one year's growth in learning as measured by AusVELS during each school year.  
-For each student to achieve growth at or above state levels as measured by NAPLAN over the two year period (Grade 3-Grade 5)  
- Matched cohort NAPLAN results to be greater than school growth. | -For each student to achieve at least one year's growth in learning as measured by AusVELS during each school year.  
-For each student to achieve growth at or above state levels as measured by NAPLAN over the two year period (Grade 3-Grade 5) |
| **Student Engagement** | -To provide a rigorous curriculum where students feel challenged, supported and motivated to learn to their full potential.  
-To strengthen students transitions as they move through the school and beyond. | -For scores in the Teaching and Learning category of the Student Attitudes to School Survey to be above the 95<sup>th</sup> percentile.  
-For scores in the Transitions category of the Parent Opinion Survey to remain in the fourth quartile and improve year by year.  
-For average attendance rates (excluding those students on extended family holidays) to be consistent with state.  
-For average absence days in Grades 3-6 to be less than students in the state. | -For scores in the Teaching and Learning category of the Student Attitudes to School Survey to be above the 90<sup>th</sup> percentile.  
-For scores in the Transitions category of the Parent Opinion Survey to remain in the fourth quartile.  
-For average attendance rates (excluding those students on extended family holidays) to be consistently above schools with a similar cohort of students  
-For average absence days to decrease as students move through the school |
| **Wellbeing** | To provide an inclusive, safe and orderly learning environment where students' health, safety and wellbeing is paramount and students feel valued and recognised for their individual talents. | -For scores in the Student Relationships and Wellbeing categories of the Student Attitudes to School Survey to remain above region and state.  
-For scores in the School Connectedness category of the Parent Opinion Survey to move into and remain in the fourth quartile. | -For scores in the Student Relationships and Wellbeing categories of the Student Attitudes to School Survey to be above region and state.  
-For scores in the School Connectedness category of the Parent Opinion Survey to move into the fourth quartile |
<p>| <strong>Productivity</strong> | To consistently align all aspects of school operations and resource allocation to support sustained improvement in student learning and wellbeing. | -For the school mean scores in the Collective Efficacy, Teacher Collaboration, Collective Responsibility and Collective Focus on Student Learning categories in the School Staff Survey to remain above the mean score for all primary schools. | -For mean scores in The Collective Efficacy to be above state. |</p>
<table>
<thead>
<tr>
<th>Key Improvement Strategies and Significant Projects</th>
<th>What (Actions)</th>
<th>How (Resources)</th>
<th>Who</th>
<th>When</th>
<th>Achievement milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to build and embed consistent learning and teaching based on the AiZ Whole School Theories of Action.</td>
<td>Revise, modify and document Literacy and Numeracy teaching and learning protocols.</td>
<td>Professional learning time and resources for Learning Leader.</td>
<td>Principal and Assistant Principal</td>
<td>Fortnightly Professional Learning sessions</td>
<td>Common understandings developed around protocols (and used by teachers in classroom programs).</td>
</tr>
<tr>
<td></td>
<td>Progressively document sequential approaches to explicit teaching of Reading, Writing and Spelling</td>
<td>Time allocation for learning leader to document and implement programs</td>
<td>Weekly PLTs</td>
<td>Termly planning days</td>
<td>Common understandings around effective teaching practice developed.</td>
</tr>
<tr>
<td></td>
<td>Consolidate the use of learning intentions and success criteria.</td>
<td>Professional learning sessions for teachers</td>
<td>Professional Learning Leader</td>
<td>Curriculum Days</td>
<td>All teachers routinely using and making explicit to students learning intentions and success criteria.</td>
</tr>
<tr>
<td></td>
<td>Link pre and post-tests in Literacy and Numeracy to AusVELS.</td>
<td>Weekly professional learning team meetings</td>
<td>Professional Learning Teams</td>
<td></td>
<td>Links with AusVELS documented on Literacy and Numeracy tests.</td>
</tr>
<tr>
<td></td>
<td>Ensure consistent peer observation including feedback focussed on Theories of Action and ATSIL standards</td>
<td>Allocation of time (CRTs) for peer observation program</td>
<td>Principal Learning Leader</td>
<td>4 sessions per year</td>
<td>Each teacher’s classroom practice observed at least four times per year.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Teachers using Theories of Action in classroom observations, and performance plans.</td>
</tr>
</tbody>
</table>
Begin implementation of an Oral Language program P-2.

Time release for Prep /1 teachers to attend Oral Language PD – Linking Learning program

Employment of dedicated Oral Language Support teacher (part time)

Investigate opportunities for further ICT inclusion in all Literacy, Numeracy and Integrated Inquiry Units.

Team planning of Integrated Inquiry units with a focus on including ICT

Assistant Principal

Grade level teams

½ Day Integrated Inquiry planning days

Engagement
To provide a rigorous curriculum where students feel challenged, supported and motivated to learn to their full potential

Continue providing students with regular feedback on Numeracy pre and post tests

Begin implementation of processes to provide students with targeted feedback on reading fluency

Begin implementation of strategies to increase student participation in decision making

Continue regular communications between Playgroup co-ordinator and Prep teachers.

Time release for Prep teachers to liaise with Playgroup Coordinator.

Playgroup Coordinator

Prep Teachers

Term 4

Students attending Playgroup well known to Prep teachers on commencement of school.

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<thead>
<tr>
<th>Activity</th>
<th>Time Required</th>
<th>Responsible</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin implementation of the ‘Linking Learning” Project.</td>
<td>Time release for prep teachers to attend LL sessions</td>
<td>Prep Teachers</td>
<td>Refer Linking Learning Schedule</td>
</tr>
<tr>
<td>Begin implementation of SFYS transition project.</td>
<td>Participation in project planning</td>
<td>Principal / Transition Coordinator</td>
<td>Refer SFYS project schedule</td>
</tr>
<tr>
<td>Embed AusVELS compliant Integrated Inquiry units based on student need and interest at classroom level.</td>
<td>½ day Integrated Inquiry planning days</td>
<td>Learning Leader and grade level teachers</td>
<td>Termly Integrated Inquiry planning days</td>
</tr>
<tr>
<td>Learning Support teacher to target and work with identified parents</td>
<td>Budget allocation for Learning Support program and teacher</td>
<td>Learning Support Teacher</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Student Wellbeing</strong>&lt;br&gt;To provide an inclusive, safe and orderly learning environment where students’ health, safety and wellbeing is paramount and students feel valued and recognised for their individual talents.</td>
<td>Start Up Program at the commencement of the year and revised at the beginning of each term</td>
<td>All teachers</td>
<td>Beginning term 1 (2 weeks) Beginning of each term (1 week) Teachers consistently using Values and Rights when dealing with behaviour issues in classroom and playground. More frequent recognition of students displaying positive adherence to Values and Rights.</td>
</tr>
<tr>
<td>Determine which behaviour modification, social skills, anger management groups to be implemented</td>
<td>Budget allocation for Student Welfare Officer and teachers</td>
<td>Student Welfare Officer and teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Groups operating as determined. Students seeking out advice/counselling from SWO</td>
</tr>
<tr>
<td>Link with appropriate outside agencies to deliver relevant student programs.</td>
<td>Principal Assistant Principal Student Welfare Officer</td>
<td>Ongoing</td>
<td>Identified students on ILPs SSGs conducted regularly</td>
</tr>
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<td>---</td>
</tr>
</tbody>
</table>
| **Productivity**  
To consistently align all aspects of school operations and resource allocation to support sustained improvement in student learning and wellbeing. |  
- Continue to ensure resource allocation and workforce planning maximises and strengthens student learning outcomes.  
- Ensure time-tabling supports teacher professional development.  
- Continue to ensure Curriculum Meetings align with Key Improvement Strategies identified in Achievement and Engagement sections of Strategic Plan.  
- Continue the work of the Learning Support Teacher  
- Continue to ensure purchase of current ICT resources for student use | Budget allocation (Program and Staffing) to support school programs  
Time allocation to support school programs | Principal Program Budget Leaders  
Bursar (godsend) | Ongoing | Leading Teacher over-seeing PLTs, planning of Integrated Inquiry Units.  
Additional teachers assisting Literacy Development.  
Teachers planning in teams.  
Peer observation sessions operating four times per year.  
Curriculum meetings conducted  
Professional Learnings from Curriculum Meetings evident in planning and classrooms.  
Parents attending sessions and implementing strategies  
Bank of iPads purchased |