**Annual Implementation Plan 2014**

**Greenvale Primary**

**890**

Based on Strategic Plan developed for 2013-2016

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed…………………………… (Principal’s signature)</td>
</tr>
<tr>
<td>Name  Angelika Ireland</td>
</tr>
<tr>
<td>Date  18.3.2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
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</thead>
<tbody>
<tr>
<td>Signed…………………………… (School Council President’s signature)</td>
</tr>
<tr>
<td>Name  Craig Geddes</td>
</tr>
<tr>
<td>Date  18.3.2014</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by Regional Director or nominee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed…………………………… (Regional Director or nominee’s signature)</td>
</tr>
<tr>
<td>Name………………………………</td>
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<tr>
<td>Date………………………………</td>
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<tr>
<td>Strategic Intent</td>
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<td>------------------</td>
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</tbody>
</table>
| **Student Learning** | To achieve high quality educational outcomes for all students with a particular focus on Literacy and Numeracy. | * By 2016, at least 85% of all students in each cohort will have progressed at least two AusVELS levels.  
* To improve Naplan results in all areas to match or exceed SFO percentile range.  
* To improve teacher judgement / AusVELS in all areas to match or exceed SFO percentile range.  
* By 2016 in the Staff Opinion Survey increase all measures in the Teaching and Learning module to the 3rd quartile in at least 2 of the previous 3 years. |
| **Student Engagement and Wellbeing** | To provide opportunities for students to actively participate in their educational development. | By 2016, in the Student Attitudes to School survey, improve all Year 5 & 6 Teaching and Learning measures to the third quartile over the period of the plan.  
By 2016, in the Parent Opinion Survey, increase all measures of School Climate, to at least the 3rd quartile in the last 3 years of the plan.  
By 2016, in the Staff Opinion Survey, the 3 year average Student Motivation measure to be in the third Quartile. |
| **Student Pathways and Transitions** | To enhance the transition process for families by ensuring that all students have a smooth, planned and logical progression through the stages of learning. | By 2016, in the Parent Opinion Survey, the transitions measure to trend upward in 4 years over the strategic plan.  
By 2016 the school will have investigated and implemented a number of ways to ensure our school is more inclusive of its diverse community. |
## 2014 AIP GOALS

### STUDENT LEARNING – TEACHER JUDGEMENT / AusVELS

90% of students to achieve at least one year AusVELS growth Reading, Writing and Numeracy teacher judgement

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th></th>
<th></th>
<th></th>
<th>WRITING</th>
<th></th>
<th></th>
<th></th>
<th>NUMBER</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>90.27%</td>
<td>85.56%</td>
<td>85.56%</td>
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<tr>
<td>2011-2012</td>
<td>89.31%</td>
<td>84.02%</td>
<td>84.02%</td>
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<tr>
<td>2012-2013</td>
<td>84.36%</td>
<td>86.23%</td>
<td>89.48%</td>
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<tr>
<td>2013-2014</td>
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</tbody>
</table>

To shift the achievement curve in 2014 so that our AusVELS teacher judgment scores show an increase of 2% of students scoring A and B in Reading, Writing and Number

### NAPLAN

- To add greater value than the state to our matched cohort by 5 scale points in Reading, Writing and Number

<table>
<thead>
<tr>
<th>Points greater than the state</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
<th>2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>28</td>
<td>17</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>27</td>
<td>-5</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>NUMBER</td>
<td>29</td>
<td>11</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

To improve Naplan Writing scores in Year 3 and 5 by 2 scale points from the previous year

To improve Naplan results in all areas to match or exceed State Mean in Year 5 Reading and Number, whilst exceeding the State Mean by 15 scale points in Year 3 Reading, Writing and Number and Year 5 Writing

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE READING</td>
<td>432</td>
<td>434</td>
<td>433</td>
<td>435</td>
<td></td>
</tr>
<tr>
<td>GREENVALE READING</td>
<td>403</td>
<td>416</td>
<td>414</td>
<td>439</td>
<td></td>
</tr>
<tr>
<td>STATE WRITING</td>
<td>429</td>
<td>424</td>
<td>430</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td>GREENVALE WRITING</td>
<td>441</td>
<td>432</td>
<td>430</td>
<td>442</td>
<td></td>
</tr>
<tr>
<td>STATE NUMBER</td>
<td>412</td>
<td>414</td>
<td>410</td>
<td>411</td>
<td></td>
</tr>
<tr>
<td>GREENVALE NUMBER</td>
<td>403</td>
<td>404</td>
<td>399</td>
<td>423</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE READING</td>
<td>503</td>
<td>505</td>
<td>505</td>
<td>511</td>
<td></td>
</tr>
<tr>
<td>GREENVALE READING</td>
<td>497</td>
<td>494</td>
<td>493</td>
<td>494</td>
<td></td>
</tr>
<tr>
<td>STATE WRITING</td>
<td>497</td>
<td>493</td>
<td>490</td>
<td>490</td>
<td></td>
</tr>
<tr>
<td>GREENVALE WRITING</td>
<td>500</td>
<td>502</td>
<td>497</td>
<td>510</td>
<td></td>
</tr>
<tr>
<td>STATE NUMBER</td>
<td>504</td>
<td>501</td>
<td>499</td>
<td>495</td>
<td></td>
</tr>
<tr>
<td>GREENVALE NUMBER</td>
<td>503</td>
<td>490</td>
<td>501</td>
<td>479</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT ENGAGEMENT AND WELLBEING

To improve all measures of Teaching and Learning to be at or above state mean in the Student Attitudes to school survey

To increase all measures of School Climate to at least the 3rd quartile in the Parent Opinion survey

Average student absence to be less than 11.00 days

Number of late arrivals to be less than 800 for the year

2013 LATE ARRIVAL AND ABSENCE DATA

*2013 Data not complete. Only 164 days counted.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>% LATE</th>
<th>TOTAL LATE</th>
<th>% ABSENT DAYS</th>
<th>AVERAGE DAYS PER STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0.88</td>
<td>1148</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>0.78</td>
<td>896</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>1.19</td>
<td>1539</td>
<td>7</td>
<td>14.35</td>
</tr>
<tr>
<td>2013</td>
<td>0.91</td>
<td>1227</td>
<td>7</td>
<td>13.61</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT PATHWAYS AND TRANSITION

To continue the Transition measures to trend upward in the Parent Opinion Survey

To have the Parent Input and General Satisfaction measures in the Parent Opinion Survey in the third quartile.

2012 Attitudes to School Survey

2013 Parent Opinion Survey
## 2014 TEAM GOALS

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION</strong></td>
<td>90% students to achieve Running Record level 5</td>
<td>100% students to read, record, interpret and order single-digit numbers - Growth Point 13</td>
</tr>
<tr>
<td></td>
<td>50% students to achieve Running Record level 10</td>
<td>50% students to read, record, interpret and order two-digit numbers - Growth Point 20</td>
</tr>
<tr>
<td><strong>YEAR 1</strong></td>
<td>90% students to achieve Running Record level 15</td>
<td>90% students to read, record, interpret and order three-digit numbers – Growth Point 24</td>
</tr>
<tr>
<td></td>
<td>25% students to achieve Running Record level 20</td>
<td>10% students to read, record, interpret and order numbers beyond 1000 - Growth Point 29</td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
<td>95% students to achieve RR level 20</td>
<td>100% students to read, record, interpret and order three-digit numbers - Growth Point 24</td>
</tr>
<tr>
<td></td>
<td>10% students to achieve RR level 30</td>
<td>50% students to read, record, interpret and order numbers beyond 1000 - Growth Point 29</td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
<td>95% students to achieve RR level 25</td>
<td>90% students to show one year’s growth in PAT Maths score</td>
</tr>
<tr>
<td></td>
<td>25% students to achieve RR level 30</td>
<td>90% students to achieve AusVELS level 3 score in On Demand Progress Reading Test</td>
</tr>
<tr>
<td></td>
<td>90% students to achieve AusVELS level 3 score in On Demand Progress Reading Test</td>
<td>10% students to achieve AusVELS level 4 score in On Demand Adaptive Number Test</td>
</tr>
<tr>
<td><strong>YEAR 4</strong></td>
<td>90% students to show one year’s growth in TORCH Reading score</td>
<td>90% students to show one year’s growth in PAT Maths score</td>
</tr>
<tr>
<td></td>
<td>90% students to achieve AusVELS level 4 score in On Demand Progress Reading Test</td>
<td>90% students to achieve AusVELS level 4 score in On Demand Adaptive Number Test</td>
</tr>
<tr>
<td></td>
<td>10% students to achieve AusVELS level 5 in On Demand Progress Reading Test</td>
<td>10% students to achieve AusVELS level 5 score in On Demand Adaptive Number Test</td>
</tr>
<tr>
<td><strong>YEAR 5</strong></td>
<td>90% students to show one year’s growth in TORCH Reading score</td>
<td>90% students to show one year’s growth in PAT Maths score</td>
</tr>
<tr>
<td></td>
<td>90% students to achieve AusVELS level 5 score in On Demand Progress Reading Test</td>
<td>90% students to achieve AusVELS level 5 score in On Demand Adaptive Number Test</td>
</tr>
<tr>
<td></td>
<td>10% students to achieve AusVELS level 6 in On Demand Progress Reading Test</td>
<td>10% students to achieve AusVELS level 6 score in On Demand Adaptive Number Test</td>
</tr>
<tr>
<td><strong>YEAR 6</strong></td>
<td>90% students to show one year’s growth in TORCH Reading score</td>
<td>90% students to show one year’s growth in PAT Maths score</td>
</tr>
<tr>
<td></td>
<td>90% students to achieve AusVELS level 6 score in On Demand Progress Reading Test</td>
<td>90% students to achieve AusVELS level 6 score in On Demand Adaptive Number Test</td>
</tr>
<tr>
<td></td>
<td>10% students to achieve AusVELS level 7 in On Demand Progress Reading Test</td>
<td>10% students to achieve AusVELS level 7 score in On Demand Adaptive Number Test</td>
</tr>
<tr>
<td>Key Improvement Strategies and Significant Projects</td>
<td>What (Actions) the activities and programs required to progress the key improvement strategies</td>
<td>How (Resources) the budget, equipment, IT, learning time, learning space</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>STUDENT LEARNING</td>
<td>Schedule regular professional learning meetings for teaching staff to develop common understandings in: The Big 6 Writing Number Fluency Number – processes. Numeracy Lesson Planner Curriculum Day on writing. Establish a narrative about best practise in Literacy.</td>
<td>Regular professional learning meetings for teaching staff across each term. Continue with 10 hours minimum of Literacy teaching. Audit and update resources.</td>
</tr>
<tr>
<td>Continue to embed learning Intentions/Success Criteria, Questioning and Connecting Feedback to Data through planning and providing ongoing professional learning for all leaders and staff.</td>
<td>Introduce and develop Professional learning sessions focussing on Setting Challenging Learning Tasks. Principal Class Learning Walks focused on Learning Intentions, Success Criteria, Questioning, Feedback.</td>
<td>Schedule professional learning into meeting schedule. Time table Triads in term 2 and 3, the time between the pre and post to be around 6 weeks. Principal learning walks in Term 1 and 3</td>
</tr>
<tr>
<td>Triads: teachers to select one of the Theories as an aspect to improving their practice.</td>
<td>CRT coverage to release staff for triads.</td>
<td>Evidence of Challenging Learning tasks will be visible to our school community.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Self Organised Learning Environments (SOLE). Theories of action will be part of the Performance and Development process.</td>
<td></td>
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</tr>
</tbody>
</table>

**Continue to develop and improve curriculum planning.**

<table>
<thead>
<tr>
<th>Develop, implement and review the scope and sequence encompassing Geography, History, Economics, Health and Physical Education, Science, Civics and Citizenship.</th>
<th>Professional Learning sessions to develop staff understanding of the new areas and terminology in AusVELS including reporting to parents as required. Leadership to work with teams to provide professional learning and support in the new areas of AusVELS. Teams to unpack AusVELS elaborations as they plan units of work.</th>
<th>Leadership Educational Leaders PLTs All teachers</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evidence of school planning documents by all teams. Evidence of AusVELS in yearly, term and weekly planners. Evidence of differentiated learning sequences.</td>
</tr>
</tbody>
</table>
| **Continue to develop and improve collective accountability for the assessment and monitoring of all students, and the school as a whole.** | Develop collaborative comments data base for student report writing.  
Educational Leaders to lead teams to analyse and reflect on data. Teams to use evidence to inform teaching and planning for differentiated, targeted instruction.  
Continue to develop pre and post-tests in the area of number P-8.  
Specialist team to continue refining assessment tools and data collection. | Moderation sessions will be part of the meeting schedule.  
Sky Drive will be utilised to collect and share data. | Leadership team  
Data Manager  
Educational Leaders  
PLT’S  
All staff | Staff Meeting  
Assessment/Data Analysis Schedule | Evidence of Improved teacher capacity to interpret and analyse cohort data to inform best practice.  
Evidence of consistency in teacher judgement across P-6.  
Evidence of ILP goals linked to data. |
| **Introduce Wave 1, 2 or 3 levels of intervention across the school for both Reading and Numeracy.** | Provide staff with professional learning around the wave 1,2 3 interventions.  
Identify students in Wave 1, 2 and 3 and develop an action plan. | Data Manager and Educational Leaders released twice a term to analyse data.  
Intervention across the school to be co-ordinated and data tracked to measure effectiveness of programs by Data Manager and Leadership team | Assistant Principal  
Data Manager  
All Staff | Ongoing | Evidence of Improved teacher capacity to interpret and analyse cohort data and to provide targeted intervention.  
Evidence of ongoing monitoring of students in Wave 1, 2 and 3 and modifying plans, teaching programs and use of resources in response to identified student needs. |
<table>
<thead>
<tr>
<th>STUDENT ENGAGEMENT AND WELLBEING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student involvement and participation through an enhanced student voice.</td>
</tr>
</tbody>
</table>

Examine parent & student surveys to determine a focus area and develop a survey to collect feedback from students and an action plan to address feedback.

Implement a process to collect student feedback in Grade Prep-2 on their attitude to school.

Students will be engaged in goal setting and negotiated curriculum practices in years 4, 5 and 6.

Student Voice group elected in 2013 by their peers.

The following programs will be incorporated as appropriate across the school: Bounce Back, Restorative Practices, Circle Time, Reach Rookies, GRIP Leadership Conferences and Bahay Tuluyan KidsView 2014 Social Justice Conference for students leaders into year level programs.

Introduce Self Organised Learning Environments (SOLE) to grade 4, 5 and 6 students via their classroom teacher. This is an extension of negotiated curriculum.

School Improvement Leader and Assistant- Student Engagement and Wellbeing, Principal, Assistant Principal, Educational Leaders, Leadership Team, Staff Voice, Parent Voice and Student Voice

Ongoing

Evidence of a Student Voice group (8 students)

Evidence of a focus area and follow up action plan.

Evidence of a P-2 survey and collation and analysis of data.

Evidence of social and emotional programs in team planners.

Evidence of Self-Organised Learning Environments (SOLE) or negotiated curriculum practices are evident in the Grade 4, 5 and 6 areas of the school.

Evidence of improved student leaders through feedback and surveys.
<table>
<thead>
<tr>
<th>Develop and implement a comprehensive and inclusive approach to engaging all families in supporting high expectations of student learning.</th>
<th>Implement Strike 3 Attendance Policy ‘It’s Not Okay To Be Away’ is in practice across the school community. Student, Staff and Parent Voice to develop a designated space on the school website. School Values will continue to be promoted throughout the school community (assembly, classroom, newsletter, websites, everywhere)</th>
<th>Strike 3 Attendance Policy– ‘It’s Not Okay To Be Away’ regular information is provided in the newsletter and website to keep the community informed. Regular Student, Staff and Parent forums with the Principal and Assistant Principal.</th>
<th>School Improvement Leader and Assistant- Student Engagement and Wellbeing, Principal, Assistant Principal, Educational Leaders, Leadership Team, Staff Voice, Parent Voice and Student Voice</th>
<th>Ongoing</th>
<th>Evidence of improved attendance. Evidence of relevant and up to date information on the website.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide opportunities for the parents and the wider community to actively participate in our school.</td>
<td>Schedule events for parents to participate in school activities. Refer to Term calendars.</td>
<td>Organise a staff and parent voice committee to support and plan these community events. Ensure and organise notices in different languages and interpreters as required and all notices to be placed onto the website.</td>
<td>School Improvement Leader and Assistant- Student Engagement and Wellbeing, Principal, Assistant Principal, Educational Leaders, Leadership Team, Staff Voice, Parent Voice and Student Voice</td>
<td>Ongoing</td>
<td>Evidence of staff and parent s planning community events together. Evidence of greater participation in school events. Evidence of improved measures on the Parent Opinion Survey.</td>
</tr>
<tr>
<td>TRANSITIONS AND PATHWAYS</td>
<td></td>
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<tr>
<td>--------------------------</td>
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<tr>
<td>Enhance agreed process to support successful transitions through the stages of learning by strengthening community partnerships.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review transition program with staff and parents, list all recommendations.</td>
</tr>
<tr>
<td>Improve transitions between year levels for students and parents.</td>
</tr>
<tr>
<td>Survey parents through the newsletter regarding transition processes.</td>
</tr>
<tr>
<td>Staff Meeting</td>
</tr>
<tr>
<td>Students to be familiarised with new learning spaces at the end of each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Leaders</td>
</tr>
<tr>
<td>Educational leaders.</td>
</tr>
<tr>
<td>Class Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
</tr>
</tbody>
</table>

| Evidence of improved measure on the Parent Opinion Survey for Transition. |