



**Broadmeadows  
Valley** PRIMARY SCHOOL

# School Annual Implementation Plan for 5098 Broadmeadows Valley Primary School 2015

Based on Strategic Plan 2015-2018

## Strategic Direction

	Goals	Targets	One Year Targets
<b>Achievement</b>	<p>Continue to build teacher capacity through the explicit teaching of strategies that scaffold literacy &amp; numeracy learning.</p> <p>Embed accurate &amp; consistent approaches to assessment P-6.</p> <p>Establish more rigorous and accurate assessment &amp; reporting practices to facilitate and monitor accurate data to inform teaching.</p> <p>Continue to build student capacity for personal learning.</p> <p>Develop a whole school literacy &amp; numeracy plan with agreed pedagogies for teaching literacy &amp; numeracy across the curriculum.</p> <p>Further develop our coaching approaches with an emphasis on improving teacher capacity of numeracy.</p>	<p>To have matched cohort growth, Year 3 to Year 5, above the state NAPLAN mean.</p> <p>To increase the number of students that experience high learning growth to 30%.</p> <p>To have developed and implemented a learning continuum based on AusVELS in English and Mathematics.</p>	<p>To have matched cohort growth, Year 3 to Year 5, to be equal or above the state NAPLAN mean.</p> <p>To increase the number of students that experience high learning growth to 20%.</p> <p>To begin the development and implementation of a learning continuum based on <i>AusVELS</i> in English and Mathematics.</p>
<b>Engagement</b>	<p>Continue a relentless focus on improving student attendance. Working in collaboration with the Broadmeadows Schools Network (BSN) to:</p> <ul style="list-style-type: none"> <li>improve systems for school accountability and;</li> </ul>	<p>To have student attendance to be at 93% or greater.</p> <p>To have Student Attitude to School survey results in the top quartile of all primary schools in the state.</p>	<p>To have student attendance to be at 91% or greater.</p> <p>To have Student Attitude to School survey results in the top 50% of all primary schools in the state.</p>

	<ul style="list-style-type: none"> <li>improve student learning outcomes.</li> </ul> <p>Increase parental engagement, with a focus on improving student learning participation.</p> <p>Continue an emphasis on consistent and highly effective approaches towards student management.</p> <p>More explicitly understand our community engagement profile including early years, adult education, BSN and HWLLEN to capture and refine partnership opportunities.</p>	<p>To have staff, parents and the wider community inducted into the 'Sentral' Learning Management System (LMS) e.g. parent information evenings.</p> <p>To manage a comprehensive school-wide review of the current approach to student management.</p> <p>To manage a comprehensive school-wide review of the community engagement services.</p>	<p>To increase communication as shown by parent satisfaction on survey: Reporting, Approachability and General Satisfaction</p> <p>To have staff, parents and the wider community inducted into the 'Sentral' Learning Management System (LMS) e.g. parent information evenings.</p> <p>To have an up to data bank of family phone numbers and email addresses.</p>
<b>Wellbeing</b>	<p>Continue to embed strategies to manage and support effective learning behaviour; with regular analysis and ensure the continuing trend of 'closing the gap'.</p>	<p>To be above the state mean in Student Relationships, Wellbeing, and Teaching &amp; Learning in the student opinion survey.</p>	<p>To be at the state mean in Student Relationships, Wellbeing, and Teaching &amp; Learning in the student opinion survey.</p>
<b>Productivity</b>	<p>Further develop the team culture to maximise the whole school expectation to maximise 'time on task', as demonstrated by staff and students building on the learning behaviour of 'being ready for learning'.</p> <p>Align physical and human resources to achieve the goals and targets of the school.</p>	<p>To have established accurate and measurable means of tracking and recording 'time on task' within a lesson and to have this benchmarked in the first year and improve in years 2-4.</p> <p>To have connected the digital studio into everyday teaching and learning practice.</p> <p>To have developed a systematic approach for collaborative educational content creation, management and publication.</p>	<p>To have an eLearning vision/policy as to how eLearning is being used across all curriculum areas.</p>

## Implementation

Key Improvement Strategies	What the activities and programs required to progress the key improvement strategies	How 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
<p><b>Achievement</b></p> <p>Continue to build teacher capacity through the explicit teaching of strategies that scaffold literacy &amp; numeracy learning.</p> <p>Embed accurate &amp; consistent approaches to assessment P-6.</p> <p>Establish more rigorous and accurate assessment &amp; reporting practices to facilitate and monitor accurate data to inform teaching.</p> <p>Continue to build student capacity for personal learning.</p> <p>Develop a whole school literacy &amp; numeracy plan with agreed pedagogies for teaching literacy &amp; numeracy across the</p>	<ul style="list-style-type: none"> <li>▪ A continued focus on collaborative instructional practice in order to enhance teacher capacity and student learning outcomes</li> <li>▪ The effective integration of multiple feedback sources (peer observations, coaching, mentoring, student feedback, learning walks etc.) within team planning and instruction</li> <li>▪ Literacy and Numeracy Priority Teams to audit and articulate current whole school continuum of learning</li> <li>▪ Deployment of Primary Numeracy Specialist to further develop professional practice and curriculum in numeracy P-6 at .4 ETF</li> <li>▪ Continued commitment and development of teacher professional learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership Learning/Coaching (Consultant, AP) Neighbourhood Leaders</li> <li>▪ Teacher Inquiry Cycle: PLCD</li> <li>▪ Establish protocols to develop a common understanding when participating in the feedback process</li> <li>▪ Research various feedback sources and share findings with staff</li> <li>▪ Create additional opportunities for peer observation</li> <li>▪ Audit of current teaching practice and curriculum: BSN</li> <li>▪ Professional learning during PLCD cycle</li> <li>▪ Whole School PD</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Leadership</li> <li>▪ Literacy and Numeracy Priority teams</li> <li>▪ Neighbourhood Leaders</li> <li>▪ PLT's</li> <li>▪ AP in consultation with Literacy and Numeracy Priority Teams</li> <li>▪ Primary Numeracy Specialist</li> <li>▪ The professional workforce</li> <li>▪ The professional workforce</li> <li>▪ Primary Numeracy Specialist</li> <li>▪ School Leadership</li> <li>▪ The professional workforce</li> <li>▪ Neighbourhood Leaders</li> <li>▪ PLT's</li> <li>▪ School Leadership</li> <li>▪ The professional workforce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly and ongoing</li> <li>▪ Twice a term</li> <li>▪ Weekly and ongoing</li> <li>▪ Semester 1, 2015</li> <li>▪ Ongoing (all of 2015)</li> <li>▪ Ongoing (all of 2015)</li> </ul>	<p>Increased teacher understanding and effective use of the 'Teacher Inquiry and Knowledge Building Cycle' (Timperley 2008) during PLCD sessions.</p> <p>Teachers providing evidence of multiple forms of feedback in their PDP and during PLCD sessions.</p> <p>Common whole staff understanding of the current curriculum frameworks</p>

<p>curriculum.</p> <p>Further develop our coaching model to include an emphasis on improving teacher capacity of numeracy.</p>	<ul style="list-style-type: none"> <li>▪ Deployment of a whole-school Assessment for Learning Coordinator P-6 at .6 ETF</li> <li>▪ The implementation of a whole-school Learning Management System (LMS)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Allocated times to analyse data with team</li> <li>▪ Customising (initial set up) the LMS</li> <li>▪ Whole Staff Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ The professional workforce</li> <li>▪ Assessment for Learning Coordinator</li> <li>▪ ICT coordinator</li> <li>▪ The professional workforce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing (all of 2015)</li> <li>▪ Commencing Semester 1, 2015 - ongoing</li> </ul>	<p>The staff using the 'Sentral' Learning Management System (LMS) to improve assessment practice, to facilitate the co-creation of teacher knowledge and to enhance student-centred learning experience.</p>
<p><b>Engagement</b></p> <p>Identify and employ school eLearning resources that best support the improvement of student learning outcomes.</p> <p>Establish and integrate the 'Sentral' Learning Management System (LMS) for monitoring student attendance and communication with parents.</p>	<ul style="list-style-type: none"> <li>▪ Understand opportunities for improvement to school eLearning provision</li> <li>▪ Institute and expand the functionality of Sentral to support improve information sharing and communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audit eLearning resources and curriculum</li> <li>▪ Collect current phone and email numbers of all parents. (Meet &amp; Greet, Newsletter, Posters, Parent teacher interviews, Enrolment)</li> <li>▪ Build all staff capacity when using Sentral.</li> <li>▪ Wellbeing priority team to develop proforma for different types of communications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ eLearning Priority Team</li> <li>▪ PLT's</li> <li>▪ School ICT support</li> <li>▪ School Leadership</li> <li>▪ School Administration Team</li> <li>▪ SWT</li> <li>▪ The professional workforce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing (all of 2015)</li> <li>▪ Ongoing (all of 2015)</li> </ul>	<p>PLT's and students using eLearning resources to support student learning at greater and more effective levels.</p> <p>Wellbeing Priority Team complete student management audit and present findings of inquiry to staff.</p> <p>Increased community participation &amp; engagement in learning activities.</p>

<p>Develop a refugee database – develop links with Foundation House, CELS and better understand the most effective way to support refugee student learning and emotional needs.</p>	<ul style="list-style-type: none"> <li>▪ Understand current enrolment and individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generate a database of students with a refugee background</li> <li>▪ Work with refugee support groups and networks</li> <li>▪ Provide Professional Learning for teaching staff</li> <li>▪ Develop Individual Learning Plans informed by improved knowledge where required</li> </ul>	<ul style="list-style-type: none"> <li>▪ SWT</li> <li>▪ Community Learning Hub</li> <li>▪ The professional workforce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commencing Semester 2, 2015 - ongoing</li> </ul>	<p>A more comprehensive understanding of refugee students' learning and wellbeing needs.</p>
<p><b>Wellbeing</b></p> <p>Review practice in whole school Student Management e.g. the effectiveness of the dot and tick charts.</p> <p>Develop a comprehensive and documented induction program for new staff into agreed approaches to student wellbeing including updated school policies and protocols</p> <p>Continue to implement programs and activities to further develop positive links between home and school.</p>	<ul style="list-style-type: none"> <li>▪ Audit current practice for student management and investigate recommendations</li> <li>▪ Build an engaging and purposeful program of induction for 'new' and returning staff in School Wellbeing approaches</li> <li>▪ Consolidate and expand current profile in community engagement initiatives specifically but not limited to the BVPS Community Learning Hub</li> </ul>	<ul style="list-style-type: none"> <li>▪ Priority Team meetings (twice a term)</li> <li>▪ Consultation with Student Wellbeing Team (SWT)</li> <li>▪ COG meeting</li> <li>▪ PLT's</li> <li>▪ Student Wellbeing and Engagement Priority Team meetings</li> <li>▪ SWT planning time</li> <li>▪ PLT meetings</li> <li>▪ COG meetings</li> <li>▪ Implement recommendations from the 2014 Community Learning Hub review</li> <li>▪ Participate in the Hume community learning hub 'Alliance'</li> <li>▪ Support the connections between the SWT and LN's</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wellbeing and Engagement Priority Team</li> <li>▪ SWT</li> <li>▪ School Leadership</li> <li>▪ The professional workforce</li> <li>▪ Student Wellbeing and Engagement Priority Team</li> <li>▪ SWT</li> <li>▪ School Leadership</li> <li>▪ SWT</li> <li>▪ The professional workforce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commencing Semester 2, 2015 - ongoing</li> <li>▪ Commencing Semester 3, 2015 - ongoing</li> <li>▪ Ongoing (all of 2015)</li> </ul>	<p>Wellbeing Priority team to complete student management audit and present findings of inquiry to staff.</p> <p>The school is well prepared to present a comprehensive program to 'new' staff in whole-school student wellbeing processes and approaches.</p> <p>Community participation &amp; engagement in hub and learning initiatives</p>

<b>Productivity</b>					
Develop an agreed set of protocols for recording 'time on task'.	<ul style="list-style-type: none"> <li>▪ Investigate methods for effectively recording 'time on task' and complete audit of current practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider current approaches for considering 'time on task'</li> <li>▪ PLT's experiment with approaches for recording 'time on task'</li> <li>▪ LNL's share and discuss approaches at COG</li> </ul>	<ul style="list-style-type: none"> <li>▪ The professional workforce</li> <li>▪ PLT's</li> <li>▪ School Leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commencing Semester 2, 2015 - ongoing</li> </ul>	The capture and use of 'time on task' data that enables the school to understand it's benchmarks and proposed targets for improvement.
Ensure that the specific allocation of eLearning resources meets the needs of the learning community.	<ul style="list-style-type: none"> <li>▪ Use of the tools on the eLearning Dashboard to plan and deploy eLearning resources</li> <li>▪ Use DET 'EduStar', SIPS Framework-Dashboard and eLearning Planning Matrix to increase teacher capacity to embed eLearning within both the curriculum and the teaching &amp; learning program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Built into the work schedule of the TSSP and eLearning coordinator</li> <li>▪ Implementation of the eLearning Plan 2015</li> <li>▪ eLearning Priority Team meetings</li> <li>▪ PLT's</li> <li>▪ Budgeting process</li> </ul>	<ul style="list-style-type: none"> <li>▪ eLearning Coordinator</li> <li>▪ eLearning Priority Team</li> <li>▪ PLT's</li> <li>▪ School Leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing (all of 2015)</li> </ul>	Effective eLearning programming and resourcing that is meeting the current and impending needs of learning and teaching.
Fully establish and integrate the digital studio and editing suite and connect the use of these technologies to everyday learning.	<ul style="list-style-type: none"> <li>▪ Annual program auditing (Teacher Symposium)</li> <li>▪ Align term planning with eLearning and Digital Studio program planning</li> <li>▪ Studio Art curriculum integration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular correspondence between eLearning coordinator and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Digital Studio coordinator(s)</li> <li>▪ Specialist Team</li> <li>▪ PLT's</li> <li>▪ LN3 student 'Media Team'</li> <li>▪ eLearning Priority Team</li> <li>▪ School Leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing (all of 2015)</li> </ul>	Effective adaptations and development of learning programs with a relevant integration of digital technologies that enhance both the learning experience and teacher understanding of learning potential