



HAMPTON
PRIMARY SCHOOL

Annual Implementation Plan 2013

Hampton Primary School

School No. 3754



Based on Strategic Plan developed for 2011- 2014

Endorsement by School Principal	<p>Signed:_____ (Principal's signature)</p> <p>Name: <u>Dr Sue Knight</u></p> <p>Date: <u>15/12/2011</u></p>
Endorsement by School Council	<p>Signed:_____ (School Council President's signature)</p> <p>Name: <u>Andrea Douglas</u></p> <p>Date:_____</p>
Endorsement by Regional Director or nominee	<p>Signed:_____ (Regional Director or nominee's signature)</p> <p>Name: <u>Margaret Bainbridge</u></p> <p>Date:_____</p>

Strategic Intent

	Goals	Targets 2014	One Year Targets 2013
Student learning outcomes	To improve student achievement and achieve consistent learning growth through the school, particularly in Literacy and Numeracy	<p>VELS Speaking and Listening: To have 33% or more of students receiving an A in Speaking and Listening, using the teacher judgements against VELS (currently 12% - P-6)</p> <p>NAPLAN Writing: 75% of students in the NAPLAN writing matched cohort will show a minimum of 1.0 VELS level in growth from their year 3 result VELS equivalent no longer provided so using an Effect Size – cohort to show a growth of 0.8 or more from their year 3 results (currently 79%)</p> <p>Year 3 Writing 95% at or above Band 4 (currently 100%) 85% at or above Band 5 (currently 90%)</p> <p>Year 5 Writing 90% at or above Band 6 (currently 95%) 65% at or above Band 7 (currently 60%)</p> <p>NAPLAN Reading:</p> <p>Year 3 Reading 95% at or above Band 4 (currently 100%) Year 3 Reading – 85% at or above Band 5 (currently 82%)</p> <p>Year 5 Reading 90% at or above Band 6 (currently 90%) 75% at or above Band 7 (Currently 72%)</p>	<p>By the end of 2013, to have 25% or more of students achieving an A in Speaking and Listening, using the teacher judgements against VELS (currently 20%)</p> <p>By the end of 2013, to have 75% of students in the NAPLAN writing matched cohort to show an Effect Size growth of 0.8 or more from their year 3 result. (currently 79%) - N/A due to change of writing genre</p> <p>By the end of 2013, to have 95% of Year 3 to be at or above Band 4 and 85% at or above Band 5 in NAPLAN writing.</p> <p>By the end of 2013 to have 90% Year 5 at or above Band 6 and 60% at or above Band 7 in NAPLAN writing</p> <p>By the end of 2013, to have 95% of year 3s to be at or above Band 4 in NAPLAN reading By the end of 2013 to have 80% of Year 3s at or above Band 5 in NAPLAN Reading</p> <p>By the end of 2013, to have 90% of Year 5s at or above Band 6 in NAPLAN Reading By the end 2013, to have 75% of Year 5s at or above Band 7 in NAPLAN Reading</p>

		<p>NAPLAN Numeracy:</p> <p>Year 3 Numeracy 95% at or above Band 4 (currently 100%) 75% at or above Band 5 (currently 75%)</p> <p>Year 5 Numeracy 90% at or above Band 6 (currently 100%) 60% at or above Band 7 (currently 70%)</p> <p>EOI (English Online Interview): 50% of students in Prep to be at or above EOI Group 4 (up to 12 months above expected level) for Reading, Writing and Speaking and Listening</p>	<p>By the end of 2013 to have 95% of the Year 3s at or above Band 4 in NAPLAN Numeracy By the end of 2013 to have 75% of Year 3s at or above Band 5 in NAPLAN Numeracy</p> <p>By the end of 2013, to have 90% of Year 5s at or above Band 6 in NAPLAN Numeracy By the end of 2013, to have 70% of Year 5s at or above Band 7 in NAPLAN Numeracy</p> <p>By the end of 2013 to have 50% of Prep students to be at or above EOI Group 4 for Reading, Writing, Speaking and Listening – N/A no data available</p>
<p>Student engagement and wellbeing outcomes</p>	<p>To develop and promote behaviours and attitudes across the school community that supports the achievement of 'personal best'.</p>	<p>To increase all measures in the Student Attitudes to School Survey, in particular to at least the 3rd quartile by 2014:</p> <ul style="list-style-type: none"> ✚ Student morale (currently 2nd quartile) ✚ Teacher effectiveness (currently 2nd quartile) ✚ Teacher empathy (currently 2nd quartile) ✚ Stimulated learning (currently 2nd quartile) ✚ School connectedness (currently 2nd quartile) ✚ Student motivation (currently 2nd quartile) ✚ Student behaviour (currently 3rd quartile) <p>To improve consistency between parent, student and staff perceptions of:</p> <ul style="list-style-type: none"> ✚ student management ✚ classroom behaviour ✚ stimulated learning ✚ student motivation 	<p>By the end of 2013, to increase all measure of the Student Attitudes to School Survey, in particular to at least the 3rd quartile:</p> <ul style="list-style-type: none"> ✚ Student morale ✚ Teacher effectiveness ✚ Teacher empathy ✚ Stimulated learning <p>to at least the 3rd quartile:</p> <ul style="list-style-type: none"> ✚ School connectedness ✚ Student motivation ✚ Classroom behaviour <p>By the end of 2013 to increase the variable scores on the Staff Opinion Survey for student management (was effective discipline policy 2010) from 3rd quartile to 4th quartile</p> <p>By the end of 2013 to increase the variable scores for behaviour management and classroom management to 4th quartile on the Parent Opinion Survey - achieved 2012</p> <p>By the end of 2013 to increase the variable on the Student Attitudes to School Survey for classroom behaviour from 3.60 to 3.80</p>

		<p>To reduce the number of unapproved and approved absences for reasons other than travel by at least 3 days in 2014 (Current P-6 mean is 11.1)</p>	<p>By the end of 2013, to increase the variable scores on the Student Attitudes to School Survey for stimulated learning from 4.0 to 4.2 and on the Parent Survey (stimulated learning) from 6.10 to 6.30</p> <p>Increase the Student Motivation variable scores on the Staff Opinion Survey from 3rd quartile to 4th quartile and on the Student Attitudes to School Survey from 4.60 to 4.70</p> <p>By the end of 2013, to have a variance of no more than 1 quartile in the parent, staff and student perception in classroom behaviour student motivation and stimulated learning</p> <p>By the end of 2013, to reduce the number of approved and unapproved absences for reasons other than travel by at least 1 day from 11.1 to 10</p>
Student pathways and transitions outcomes	To ensure smooth transition in, through and out of the school.	To improve the score for transition variable to 6.50 in the parent opinion survey by 2014 (Currently 6.20)	By the end of 2013, to improve the score for the transition variable from 6.30 to 6.40 in the Parent Opinion Survey

Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) 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
Student Learning To continue to implement a whole school focus on speaking and listening To enrich teacher's capability to accurately assess Speaking and Listening Continue to implement relevant play based learning methodologies to develop oral language To enhance teacher capacity to focus on teaching explicit writing skills through professional learning	Continue to build a repertoire of S & L assessment tools e.g. videoing, rubrics, moderation Teachers to use the English Continuum- S & L, videoing, team moderation and the resource 'First Steps Oral Language' to more accurately assess students in speaking and listening Opportunities during PLT meetings to moderate S & L across level teams Students to take more of a lead in assessment of their own S & L through input into the creation of S & L Rubrics, videoing and peer assessment Selected play based activities used to enhance oral language opportunities in years P-2 Creation of student writing rubrics across all genres at all levels. Students responsible for increased assessment of own progress through rubrics, writing samples and peer assessment	PLT meetings PL meeting planner Level meetings PL workshops PL meeting planner PL budget PLT meetings PL meeting planner PLT meetings PL meeting planner Attending EY's Network meetings. Early years PLT meetings PLT meetings PL workshops PL meeting planner	Leadership team All teaching staff Expert literacy staff Leading teachers All teaching staff Leading teachers Leadership team Expert teachers Leading teachers All teaching staff Leading teacher Level 1 & 2 teachers Leading teachers Expert literacy staff All teaching staff	Ongoing Ongoing Terms 2 and 3 Ongoing Ongoing Ongoing	S & L to have at least 25% of students across the school achieving an 'A'; using teacher judgements against VELs Teachers confidently using a variety of resources to assist in the moderation of assessment of students in Speaking and Listening Teachers moderating in level teams and across levels, ie.P-2, 2-3 & 3-6 Student input evident in program planning documentation, HPS assessment schedule and assessment documentation Play based activities to be included in prep- 2 program planning Writing – matched cohort NAPLAN data 80% of students to show growth of 1+ (0.8) year, using Effect Size (Hattie)

<p>Enhance teacher practice through the implementation of the e5 Instructional Practice Model</p> <p>Whole school focus on connecting numeracy to real life.</p> <p>Continue working with the local Beachside Network schools on building capacity of Mathematics leaders in schools to lead Mathematics at their school</p> <p>Continue to build teachers understanding of Mathematics and particularly problem solving</p>	<p>Literacy experts to deliver PL for staff focused on teaching writing and writing moderation</p>	<p>PLT meetings PL workshops PL meeting planner</p>	<p>Expert literacy teacher Leading teachers All teaching Staff</p>	<p>Ongoing</p>	<p>Student input evident in program planning documentation, HPS assessment schedule and assessment documentation</p>
	<p>Watching Others Work – peer coaching and mentoring</p>	<p>PL planner School timetables PL workshops</p>	<p>External consultant All Staff Year level teams All staff</p>	<p>Ongoing</p>	<p>Teams of teachers moderating writing twice yearly (before report time) in level teams and across PLT's</p>
	<p>Professional Learning for staff on using the e5 instructional model for reflection on practice</p>	<p>PL workshops Year level planning PLT meeting School timetable.</p>	<p>Teams of teachers working planning together meetings</p>	<p>Ongoing</p>	<p>PDP's discussions to focus on feedback related to watching other's work</p> <p>Teachers utilising the e5 instructional model and associated best practice strategies evident in planning and PDP documentation</p>
	<p>Expert Numeracy teacher and consultants delivering PL to enhance staff capacity to teach and assess mathematical thinking, reasoning and problem solving through development of rich tasks</p>	<p>PL workshops Action Learning Team meetings PL & Maths budget</p>	<p>External consultants All staff Maths Leader & all teacher staff</p>	<p>Ongoing</p>	<p>Teams developing rich tasks for moderation practices and more accurate assessment of the working Mathematically strand.</p>
	<p>Explore partnerships within the community to enhance numeracy in the school such as joint numeracy improvement projects working in conjunction with universities.</p>	<p>PL & Maths budget PL workshops Action Learning Team Meetings Network meetings</p>	<p>Maths Leader Expert numeracy teachers Consultants All teaching staff</p>	<p>Ongoing</p>	<p>Maths leader to facilitate Mathematics Action Learning team and attend Beachside Maths Network meetings</p> <p>Improvement in NAPLAN scores for percentage of questions answered correctly related to 2-3 step problems at years 3 and 5</p>
	<p>School Mathematics Action Team to work with consultants and school Maths leaders to implement numeracy improvement projects that enhance teacher knowledge and understanding of Mathematics & numeracy. Focus areas are working mathematically and structure.</p>	<p>PL workshop Modelled practice External Consultants Action Team All teaching staff BNM meetings Maths & PL budgets</p>	<p>Maths Leader Assistant Principal Leading Teachers External Consultants</p>	<p>Ongoing</p>	<p>Greater staff confidence and understanding about mathematical thinking processes, and problem solving strategies evident in planning documentation, team meetings and assessment</p>

Continue to build the capacity of staff to effectively use and integrate ICT across the curriculum:	ICT leader to oversee the software and hardware operation of ICT across the school ICT Action Team to work with ICT leader to focus on embedding ICT within the curriculum across all levels of the school	ICT executive meetings School ICT hardware and digital devices ICT PL in meeting Planner Ultraset PL PL & ICT budgets	Principal Assistant principal ICT leader TSSP & local Technician Expert ICT teachers ICT Facilitators ICT Team All teaching staff	Ongoing	School ICT operating effectively across all areas of the school
Continue to implement ICT based LOTE online program for level 4 students	Continue the implementation of the Ultraset and other social learning based media and digital technologies	ICT expert teachers Ultraset coaches ICT Action Team ICT budget	ICT lead user team All staff ICT Team TSSP Tech	Ongoing	School budget to reflect areas of need and priorities Staff feeling more confident with integrating and using ICT as evidenced in team planning documentation and in teacher survey data ICT data bank of ideas activities compiled and easily accessible to all staff Ultraset, Edmodo and class blogs utilised across the entire school and used by staff and students
	ICT – modified on-line LOTE program , weekly sessions scheduled across years 5/6	ICT equipment; including a variety of digital technologies and software programs BER School timetables	Level 4 staff & students LOTE teacher Fluent school community members	Ongoing	A variety of languages being studied by students across years 5-6, that are facilitated by the year 5/6 teachers who have a basic language fluency in each of the languages which are offered
Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole.	A data bank to be built- containing a variety of detailed assessment for all Hampton Primary School students P-6, that can be constantly updated and where the progress of all students can be accessed and monitored throughout their primary school years.	PL and PLT meetings Excel data spread sheets ICT: Intranet Storage on curriculum drive Excel software program	Leadership Team Leading Teachers All teaching staff	Term 2	Staff adding their class assessment data to the school wide data bank throughout the year in accordance with the Hampton Primary School assessment schedule which is annually updated
	Explore and trial an online booking system for parent / teacher interviews	Executive Meetings Reputable online booking program sourced	Principal Assistant Principal ICT leader Business manager	Ongoing	Obtain feedback from parents and staff to gauge effectiveness of the system as a school resource
				Term 4	School selected programs/strategies trialled by teachers from Hattie's Visible Learning book evident in team planning documentation and feedback discussed a PLT's and during PDP process
				Ongoing	

<p>Build on the learning from John Hattie's research; in relation to learning and teaching programs</p> <p>Continue to review and refine a whole school calendar of extra curricula events/activities which minimises disruption to core curriculum</p>	<p>PL for Staff around Hattie's visible learning programs</p>	<p>PL workshops PL meeting planner Research documentation</p>	<p>Leadership Team All teaching staff</p>	<p>“</p> <p>Ongoing</p> <p>Term 1</p>	<p>Present feedback from all teaching staff about trialled strategies/ programs to assess continuation / adoption of these as regular teaching and learning program & practices at Hampton Primary School</p>
	<p>Continue to trial many of the Hattie 'Visible Learning' variable strategies such as, repeated reading, feedback, learning intentions and self reported grades</p>	<p>“</p>	<p>“</p>		<p>Whole school calendar created in agreement with all staff that suitably meets the delivery of agreed core curriculum requirements of DEECD and the school. An effective distribution of the amount and frequency of school events scheduled throughout the year</p>
	<p>Continue to refine the 3 year calendar in conjunction with staff that reduces the amount of events scheduled in a year or term to maximise learning of core curriculum</p> <p>School calendar to be located on the school intranet / Ultranet and to be used by all staff to upload all school calendar events.</p>	<p>Whole school staff meeting</p> <p>Weekly updates by key personnel Year level team meetings</p>	<p>Leadership Team All teaching staff</p> <p>Leadership Team ICT leader Year level Coordinators</p>		<p>All key/major events for the year recorded by the beginning of the school year and smaller events such as incursions or excursions frequently updated each term</p>
<p>Student Engagement and Wellbeing</p> <p>Continue to review, refine and implement the Student Engagement Policy to improve student wellbeing and management practices</p>	<p>Conduct school based student forums and surveys around student welfare and engagement across the school</p>	<p>School meeting planner PL and student wellbeing Budget PL meetings PLT meetings</p>	<p>Leadership Team External consultants All staff</p>	<p>Term 1 & ongoing</p>	<p>All teachers to follow and fully implement HPS Student Engagement Policy including restorative practice, peer peacemakers, circle time and other social skills programs to enhance student engagement and wellbeing outcomes for all students across the school and particular attention given to those students noted as 'at risk'</p>
	<p>Attitudes to School Survey, Staff Opinion Survey and Parent Opinion Survey to provide an overall picture of student wellbeing and engagement</p>	<p>Surveys administered to school community</p>	<p>Leadership Team Students Staff Parents</p>	<p>Annually</p>	<p>All teachers using feedback survey and forum data to inform improvement strategies and program planning, student engagement in learning and student welfare needs</p>
	<p>Fully implement the Restorative Practice program P-6 to continue developing</p>	<p>Continue to build teacher capacity in restorative practice and to explicitly teach social skills</p>	<p>HPS Student Engagement Policy Sourced Social skills</p>	<p>External consultants Assistant Principal and Principal</p> <p>Ongoing</p>	<p>Increase in attitudes to school survey data for all variables related to student wellbeing and engagement</p>

whole school, collective responsibility for student welfare,		programs and resources PL workshops PL and Wellbeing budgets	Leading teachers All teaching staff SSSO's		Heightened teacher confidence to use Restorative Chat and circle time with their class and to deal with classroom and yard issues evident across the school
Focus on explicit teaching of social skills	Audit existing social skills programs and investigate other social skills programs	"	All teaching staff	Daily	Circle Time being timetabled as a regular part of all weekly classroom program as evident in team planning documentation
	Continue with class circle time regularly throughout the school week	"	All teaching staff	Daily	Social skills program be evident in individual and team planning documentation
	To investigate suitable social skills programs or develop a sequence and scope across the school	"	Leadership team Student wellbeing team All teaching staff	Term 1 - 2	A reduction in the number of incidents occurring in the yard as recorded in the incident book and collated tracking data,
	Continue to train student leaders as 'Peacemakers' to assist with Restorative Practice in the playground P-4	Restorative Practice PL for students Student Wellbeing Budget	External consultants Leadership team Level 4 staff & students	Term 1	Feedback from peacemakers used to refine future practices
	Survey the Peacemakers about student safety in the playground	Forum and leaders complete surveys	Peacemaker Facilitator Assistant Principal Student Peacemakers	Ongoing	An increase in variables of the Student Attitude to School Survey for student safety and school connectedness
Establish a school wellbeing executive team	Small groups of interested teachers led by School Wellbeing Leader to work together on school wide issues of student welfare or engagement	Weekly or fortnightly meetings	Assistant Principal and /or Principal A Leading teacher A group of interested teachers across the school	Ongoing Ongoing	Computer data base is created for tracking students whose wellbeing is considered is 'at risk' i.e. students who are / have worked with welfare agencies, have received school based or independent assessments or have been involved in serious wellbeing incidents
Increase involvement and participation in school decision making through student forums, student leadership and inquiry learning.	Provide PL workshops on restorative practice and building resilience to build parent capacity	PL workshops	External consultants Leadership team	Terms 1 & 2	School based surveys conducted with level 3 and 4 students
	Continue to build JSC opportunities to link with community agencies and projects and attend School Council meetings to share reports and ideas	JSC meetings SC meetings	JSC teacher leaders Leadership Team Level 4 teachers	Ongoing	Leadership students will have regular meetings with Principal and Assistant Principal to discuss their concerns and issues from JSC

Continue to monitor passive recreation play spaces and ensure that these are reserved for passive play such as lunchtime chess and board games	Survey student leaders about school issues	Surveys created and completed 3-6	Leadership Team Level 4 staff & students	Ongoing	Continue to establishment quiet seating areas around the school.
	School leaders to participate in small group forum for example, the ETeam (environmental issues) and School Captains (school ground issues)	Forums scheduled throughout the year	Leadership Team Level 4 Teachers PLT meetings	Ongoing	Vegetable and herb garden to be established and maintained by the Eteam, interested staff, parents and students
Strengthen and broaden community partnerships e.g. working with the Foundation for Young Australians	To develop social inquiries based around community issues both in the local and wider community for students in level 4	PL workshops Consultants PL budget Team meetings PLT meetings PL meeting planner Blocked timetabling for planning	Leading Teacher Level 4 Teachers Students PLT meetings	Ongoing	Students to continue to work on community projects such as, transition to school sessions at local kindergartens, evidenced in team planning documentation
Emphasise student led inquiry learning at the year 3-6 level.	To provide opportunities in program development of class 'inquiry' that allows students to take an independent direction based around what research suggests are the needs of 21 st century learners	MY's student negotiated curriculum strategies PL workshops PLT meetings Team planning days	Curriculum Leader External consultants Level 3 and 4 teachers Leading Teachers External Consultant	Ongoing	Students working on independent inquiries throughout the year across VELs levels 3 & 4 evident in team planning documentation and student inquiry exhibition nights
Student Pathways and Transitions Organise a school event planner for special events to avoid duplication and 'over scheduling' and to focus on maximising time spent on core curriculum	Trial a whole school event planner. Re-audit extra curriculum events to ensure scheduled events are monitored against target	Staff create a whole school calendar on the intranet/ Ultranet	Leadership Team All staff	Term 1	Modify the yearly school event planner and present to the school community
Continue to refine processes and protocols to support successful transitions through the school	Students to take increased responsibility for monitoring and tracking their own learning and assessment across the school	PL workshops for teachers and students	Leadership Team All teachers at Staff meeting/ PLT's	Term 2 & 3	Student led conferences in place of traditional parent teacher interviews in place of mid-year interviews

	Students to set goals and revisit these each term and monitor their progress	“	Leadership Team All teachers at Staff meeting/ PLT's	Terms 3 & 4	Survey data analysed and presented to whole staff Sharing findings in relation to Hattie's effect size and goal setting
Explore and introduce student led conferences / interviews	Trial student –led conferences in year 5-6 with the intention of increasing this to year 3-6 in 2014	PL for 5/6 Teachers PL for years 5/6 students	Leadership Team Year 5/6 teachers Year 5/6 students	Terms 1 & 4	Conduct student led conferences in years 3-6 at mid-year and end of year
Conduct parent information sessions at pivotal transition years	Conduct parent information sessions at pivotal transition years. Design specific transition programs for those students moving into a SLS and BER	All teaching staff Timetable parent for info sessions	Leadership teams Leading teachers Level teams	Term 1 and 4	At least 2 workshops presented for parents based around transition
Extend buddy program across all year levels	Extend buddy / cross-age tutoring program across all year levels, organise activities utilising both sporting and passive options	Leadership team Student wellbeing team All teaching staff	Leading Teachers All teaching staff	Term 1 - 4	Cross-age tutoring program implemented across P-6 with focused fortnightly activities Buddy reading program in operation
Survey all students about transitions and pathways	Create a survey to obtain feedback from students about effectiveness of transitions at all levels	Leadership team Student wellbeing team All teaching staff	Leadership team All teaching staff	Term 3 - 4	Analysis of survey data, feedback used to set future directions for transition and pathways programs and activities across the school – Share feedback with all staff at PL meetings for future improvement goals