



2015 Annual Implementation Plan

Happy Valley SS

Key Priorities for 2015

- School and student performance in Reading and Writing
- Improved student attendance
- Positive wellbeing and relationships promoted between all members of the school community

Documents attached include

- The Budget Overview Report

Certification

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C President

Assistant Regional Director

State and Regional Priorities

[Department of Education Training and Employment Strategic Plan 2014-2018](#)

- Successful Learners
- Great People
- High Standards
- Engaged Partners

[Every Student Succeeding State School's Strategy 2014-2018](#)

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

[NQR Key Drivers 2015](#)

- Building Principal and other school leader's instructional leadership within each school
- Building the capability of every teacher and leader to be an expert in the teaching of reading
- Developing sophisticated collaboration between individual schools and regions
- Systematic delivery of curriculum, teaching and assessment across a school site.

SUCCESSFUL LEARNERS

'Successful Learners'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<p>Implement the recommendations of the 2014 Discipline Audit.[^]</p> <p>Continue to develop and implement strategies to improve all student attendance.</p> <p>Develop and implement common framework to identify student needs and readiness for learning.*</p> <p>Analyse internal and external student achievement data to inform teaching and learning practices and identify areas for differentiation (intervention and extension).*</p> <p>Support and encourage teachers to cater for individual differences and document in planning.*</p> <p>Develop and implement Personal Learning plans as appropriate for each student.</p>	<p>Continue to build classroom teachers' capacity to collect, analyse and act on student behaviour data and increase the scope and range of positive data which is entered in OneSchool.</p>	<p>Increase in positive behaviour, decrease in negative behaviour</p>		Ongoing	Principal, Deputy, Teachers	Enrolment, attendance, continuity data
	<p>Continue to celebrate and encourage high attendance through the class attendance award system. Continue to monitor and manage student absences.</p>	<p>All student attendance</p>	94%	Ongoing	Principal, Deputy, Teachers	OneSchool records
	<p>Continue to refine and implement Student Services Framework (incorporating Case Management).</p>	<p>OneSchool used to record curriculum planning, markbooks, diagnostic assessment data, ICPs and Support Plans.</p>	100%	Ongoing	Deputy, Master Teacher/ST:LaN, Curriculum Coordinator, Guidance Officer, Special Needs Teacher Teachers	
	<p>Build data literacy capability of teachers through professional development in staff meetings and individualised coaching.</p>					
	<p>Use peer observation, feedback, differentiated coaching and learning communities (Cohort Teams) to improve teaching practices in relation to differentiation.</p>					

*Strategy based on Teaching and Learning Audit Feedback

[^]Strategy based on Discipline Audit Feedback

<p>Maintain Closing the Gap strategies and implement Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIP) Framework.</p>	<p>Provide case management that supports student attendance, and literacy and numeracy achievement for Aboriginal and Torres Strait Islander students. Continue to provide professional development in Crossing Cultures and Hidden Histories.</p>	<p>Staff SOS (S2114) staff confidence in “embedding Aboriginal and Torres Strait Islander perspectives across the learning areas”.</p>	<p>>80%</p>	<p>Term 4</p>		<p>SOS - Staff</p>
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GREAT PEOPLE

‘Teaching Quality’ and ‘Principal Leadership and Performance’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p>Continue to implement the Australian Curriculum for the Learning Areas as they are released. Continue to review and align Whole School Curriculum, Assessment and Reporting Plan with QCARF and the Australian Curriculum.</p> <p>Continue to develop and implement improvement strategies and targets for Reading and Writing including Spelling, Grammar and Punctuation.</p> <p>Continue to develop, implement and embed Happy Valley SS Pedagogical Framework with a specific focus on explicit teaching, differentiation and feedback.*</p> <p>Review, amend and embed the supervision/coaching model used with the school, ensuring that feedback is provided to teaching and non-teaching staff. Develop and implement observation frameworks that align to the Pedagogical Framework, including opportunities to “Watch Others Work”.*</p>	<p>Continue to review and align Whole School Curriculum, Assessment and Reporting Plan with QCARF and the Australian Curriculum with the introduction of Health & Physical Education and Humanities & Social Sciences.</p>	<p>Australian Curriculum implemented and embedded</p>	100%	Ongoing	Curriculum Coordinator, Teachers	Student achievement data
	<p>Students receiving C or higher in English Level of Achievement (LOA)</p>	>75%	Sem 1 & 2	2015		
	<p>Continue to refine and embed Reading and Spelling Program. Ongoing support and mentoring for teachers by Literacy Coach and trained THRASS mentor. Build capacity in the teaching of writing through <i>Seven Steps</i> PD.</p>	<p>NAPLAN – All domains- students achieving National Minimum Standard (NMS)</p>	95%		2015	Deputy, Master Teacher/ST:LaN, Curriculum Coordinator, THRASS Mentor, Teachers
	<p>Continue to refine and embed Happy Valley SS Pedagogical Framework with specific focus on explicit teaching, differentiation, feedback and assessment literate learners.</p>	<p>NAPLAN-All domains – students achieving in Upper 2 Bands (U2B)</p>	Year 5 - 35% Year 3 – 45%			
	<p>Implement Mentoring, Coaching and Feedback Framework that aligns to the Pedagogical Framework, including opportunities for teachers to “Watch Others Work”. Continue to use Line Manager/Cohort structure to provide feedback to all teaching staff to ensure consistent pedagogical practice.</p>	<p>Pedagogical Framework – implemented in teaching practice</p>	100%	Ongoing	Principal, Deputy, Curriculum Coordinator, ST:LaN, Teachers, Teacher Aides	

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<p>Use the Developing Performance Framework as a tool to align staff capability development with school priorities.*</p> <p>Continued development of leadership skills of the Principal through the Principal Performance and Development Plan process.</p>	<p>Use the Australian Professional Standards for Teachers to guide capability development. Continue to invest in quality Professional Development linked to systemic, school and individual priorities.</p> <p>Use the Australian Professional Standard for Principals to guide practices.</p>	<p>Staff SOS (2085) - I feel the Developing Performance process helps me to improve my work at this school.</p> <p>Principal Performance and Development Plan</p>	<p>90%</p> <p>Completed and reviewed with ARD</p>	<p>Term 4</p> <p>Ongoing</p>	<p>Principal All staff</p> <p>Principal</p>	<p>SOS-Staff</p> <p>Performance Development Plans</p>
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HIGH STANDARDS

'School Performance'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence	
		Description	Target	Date			
<p>Use the NQR "Putting Faces on the Data Project" as a framework to build capacity and drive school improvement.*</p> <p>Implement Great Results Guarantee Agreement to maximise literacy outcomes.</p> <p>Develop and implement plan for Information Communication Technology (ICT) resource management, support and professional development.</p>	<p>Implement and refine "Happy Valley Way Folder" to promote consistency of practice in areas such as: High Yield Practices; Working in Teams; Mentoring, Coaching & Feedback, Classroom Management.</p> <p>Continue to provide additional teacher aide support for Indigenous and Early Year students. Continue to provide professional development, coaching and support in the teaching of reading, spelling and writing. Employ additional teacher to maintain optimal class sizes and support in the Early Years.</p> <p>Develop and implement ICT Resource Management Plan which includes: purchase of new hardware, wireless upgrade and bandwidth upgrade.</p>	Consistency of practice evident in Learning Walks	100%	Ongoing	Principal, Deputy	Feedback in Principal's weekly memo	
		Years 1 & 2 English LOA	80%	Sem 1 & 2		Principal, Deputy, Curriculum Coordinator, Master Teacher/ST:LaN, Teachers, Teacher Aides	LOA NAPLAN
		NAPLAN NMS Year 3 Reading	95%	2015			
		NAPLAN NMS Year 3 Spelling	95%	2015			
		SOS-Staff S2090 "Information and Communication equipment is well maintained at this school"	90%	Term 4	Principal, ICT Coordinator	SOS-Staff	

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ENGAGED PARTNERS

'Regional Support' and 'Local Decision Making'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p>Implement the recommendations of the 2014 Discipline Audit.[^]</p> <p>Continue to implement and embed KidsMatter program as key strategy in implementation of the Parent and Community Engagement Framework.</p> <p>Develop and implement communication systems that will keep parents regularly updated about the progress students are making in relation to the explicit improvement agenda.*</p>	<p>Engage parents when reviewing the Responsible Behaviour Plan.</p> <p>Implement KidsMatter program with a focus on the four components: Positive School Community, Social and Emotional Learning for Students, Working with Parents and Carers, Helping Children with Mental Health Difficulties.</p> <p>Engage parents through regular contact from teachers about their child's learning (informal, phone calls, notes, term class newsletters, awards, parade, parent evenings and interviews). Publicise and maintain new school website.</p>	Parent SOS (S2012) "Student behaviour is well managed at this school."	>95%	Term 4	Principal, Deputy	Responsible Behaviour Plan SOS-Parents
		Parent SOS (S2021) "Teachers at this school are interested in my child's wellbeing"	95%	Term 4		
		Parent SOS (S2028) "the school provides me with useful feedback about my child's progress"	>95%	Term 4	Principal, Deputy	
		Parent SOS (S2029) "the school provides useful information online"	>85%	Term 4		

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