# Annual Implementation Plan 2015

Newport Gardens Primary School

Based on Strategic Plan developed for 2014 - 17

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed……………………………………… (Principal’s signature)</th>
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<th>Endorsement by School Council</th>
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Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
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<tbody>
<tr>
<td><strong>Achievement</strong></td>
<td><strong>TEACHER JUDGEMENTS</strong></td>
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<tr>
<td>To embed best practice P-6 to enable improved literacy and numeracy</td>
<td><strong>READING &amp; VIEWING</strong></td>
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<tr>
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<td>2013 AVERAGE</td>
<td>2017 GOAL</td>
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<td><strong>WRITING</strong></td>
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<td><strong>SPEAKING &amp; LISTENING</strong></td>
<td>2013 AVERAGE</td>
<td>2017 GOAL</td>
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<td>YEAR 3 NAPLAN</td>
<td>YEAR 5 NAPLAN</td>
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<tr>
<td>NUMERACY</td>
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<td>Band 2</td>
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<td>Stretch Targets</td>
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</table>
To have sections of the Attitudes to School Survey (ATTS) in Teaching and Learning – ‘Teacher Effectiveness, Teacher Empathy & Learning Confidence’ categories at or above 4.8

Achieve an increase in both role clarity and staff morale that consistently places Newport Gardens in the Middle 50% of schools.

Achieve an increase in ‘professional interaction’ which places Newport Gardens at or above 4.0 on the Staff Opinion Survey.

To have ATTS survey results in Student Relationships – ‘Connectedness to peers’ and in Teaching & Learning – ‘School Connectedness, Stimulating Learning & Student Motivation’ categories at or above 4.8 on a 6.0 point scale.

Improve AUS VELS assessments in Science and ICT

Consistently achieve scores at or above 6.0 on a 7.0 scale for the ‘Homework’ category in the Parent Opinion Survey over the life of the SSP.

To have the Transitions section consistently score at or above 6.25 on a 7.0 point scale on the Parent Opinion Survey over the

<table>
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<tr>
<th>GRAMMAR &amp; PUNCTUATION</th>
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<tr>
<td>YEAR 3 NAPLAN</td>
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<td>Band 1</td>
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<td>Band 2</td>
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<tr>
<th>Stretch Targets</th>
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<tbody>
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<td>Band 5</td>
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<td>Band 6</td>
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</table>

Teacher Empathy at or above 4.5
Learning Confidence at or above 4.5
Teacher Effectiveness at or above 4.5

No Staff Opinion Survey data available in 2014
No Staff Opinion Survey data available in 2014

Engagement
Implement an approach that enables all students to be actively engaged in their own inquiry learning.

To have ATTS survey results in Student Relationships – ‘Connectedness to peers’ and in Teaching & Learning – ‘School Connectedness, Stimulating Learning & Student Motivation’ categories at or above 4.8 on a 6.0 point scale.

Improve AUS VELS assessments in Science and ICT

Consistently achieve scores at or above 6.0 on a 7.0 scale for the ‘Homework’ category in the Parent Opinion Survey over the life of the SSP.

To have the Transitions section consistently score at or above 6.25 on a 7.0 point scale on the Parent Opinion Survey over the

Connectedness to Peers at or above 4.5
School Connectedness at or above 4.5
Stimulating Learning at or above 4.5
Student Motivation at or above 4.5

No lower than 5.83
<table>
<thead>
<tr>
<th>Wellbeing</th>
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<tbody>
<tr>
<td>To foster a positive school culture that enhances the wellbeing of all students.</td>
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<tr>
<td>Absence data FTE of no greater than 10 days per student from P-6 with a particular emphasis on Prep attendance being no greater than 9 days.</td>
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<tr>
<td>Reduce the ‘Unexplained Absence’ data by at least 60% over the life of the SSP.</td>
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<tr>
<td>Have ATTS Results in Wellbeing – ‘Student Distress &amp; Student Morale’ at or above 5.5 on a 6.0 point scale.</td>
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<tr>
<td>Increase ATTS data for Student Relationships – ‘Classroom Behaviour &amp; Student Safety’ to 4.5 or better on a 6.0 point scale.</td>
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<tr>
<td>Increase the student safety school mean to 6.0 or better and the classroom behaviour school mean to 5.0 or better consistently in the Parent Opinion survey.</td>
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<tr>
<td>Increase the professional growth mean to 5.0 or better consistently on the Staff Opinion Survey results.</td>
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<thead>
<tr>
<th>Productivity</th>
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<tbody>
<tr>
<td>To align staff expertise to maximise student learning outcomes.</td>
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**Grade 2 Reading**

<table>
<thead>
<tr>
<th>Minimum Reading Level</th>
<th>Stretch target for lowest achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>F &amp; P - Level L</td>
<td>F &amp; P - Level - K</td>
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**Middle School Numeracy**

<table>
<thead>
<tr>
<th>Minimum Number Level</th>
<th>Stretch target for achievers</th>
</tr>
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<tbody>
<tr>
<td>Grade 3 - @ level</td>
<td>25% of grade 3 +6mths and ***</td>
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</tbody>
</table>
| Grade 4 - @ level    | are 12mths ahead
|                      | 25% of grade 4 +6mths and *** |

<table>
<thead>
<tr>
<th>Life of the SSP.</th>
<th>No lower than 6.23</th>
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</thead>
<tbody>
<tr>
<td>Reduce overall absences to a school average no greater than 14.5 days per year, with no individual cohort having a higher absence rate than 15 days per year.</td>
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<tr>
<td>Aim to decrease overall unexplained absences to no more than 1700 across the school for the 2014 school year, which equates to a reduction of 25% (acknowledging increased student numbers 2013-14).</td>
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<tr>
<td>To have a result for this school year of no less than 5.83</td>
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<tr>
<td>Data unavailable for the 2014 school year.</td>
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<table>
<thead>
<tr>
<th>Life of the SSP.</th>
<th>No lower than 6.23</th>
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<tbody>
<tr>
<td>All grade 1 students deemed capable are reading at Level F by the end of the year.</td>
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<tr>
<td>All grade 2 students deemed capable are reading at Level I by the end of the year.</td>
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<tr>
<td>All students deemed capable are no more than 6mths behind expected standard in both grade 3 &amp; 4 for number.</td>
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<tr>
<td>At least 10% of students are 6mths and 5% are 12mths ahead of expected standard by the end of the year.</td>
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</table>
95% of students taking up the option of being a part of the 1:1 Netbook Program acknowledging that financial assistance may be required for some.

To have the general satisfaction school mean of the parent opinion survey at or above 6.5 on a 7.0 point scale.

80% of 2014 grade 2 students take up the 1:1 for the following year, with 5% taking up the option by the end of term 1 2015.

To have the POP survey result for general satisfaction at or above 6.0 on a 7.0 point scale.
### Implementation

<table>
<thead>
<tr>
<th>Key Improvement Strategies and Significant Projects</th>
<th>What (Actions) the activities and programs required to progress the key improvement strategies</th>
<th>How (Resources) the budget, equipment, IT, learning time, learning space</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>Achievement milestones the changes in practice or behaviours</th>
</tr>
</thead>
</table>
| **Achievement:** To embed best practice P-6 to improve literacy and numeracy standards. | Finalise and implement the Newport Gardens PS Instructional model across all P-6 learning communities. | SIC will audit the 2014 draft PLT documents and finalise the Newport Gardens Instructional Model. Create an online literacy bank of best practice descriptors including digital examples of modelled teaching (including modelled sessions by Stephen Graham). Targeted cross-school collegiate observations focussed on constructive feedback aligned to staff coaching plans. | -Leadership Team  
-SIC  
-Assistant Principal  
-Literacy PLT  
-Stephen Graham | Term 1  
Terms 2 & 3 | All lessons P-6, across all curriculum areas, use the NGPS Instructional Model as their basis for curriculum delivery.  
An online bank of teaching and learning resources that form part of the induction, and PL for staff, which are aligned to coaching plans and school goals.  
All staff able to demonstrate participation in constructive collegiate visits that:  
- Are cross-school;  
- Have a clear focus aligned to coaching plan and AIP;  
- Demonstrate a change in practice over the course of the year; and  
- Are ongoing with a minimum of 6 per year. |
<table>
<thead>
<tr>
<th>Literacy</th>
<th>Provide staff with PL in Literacy in relation to writing, spelling, grammar and punctuation.</th>
<th>Curriculum days and follow up sessions</th>
<th>Terms 1-3</th>
<th>Terms 2 &amp; 3</th>
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<tbody>
<tr>
<td></td>
<td>All learning communities meet their 2015 achievement milestones in reading writing, spelling, grammar and punctuation. (Bell curve data)</td>
<td>Assessment and moderation of student achievement using formative and summative assessment including Stephen Graham scaffolds.</td>
<td>All learning communities demonstrate a change in practice through multiple planning documents and collegiate observations.</td>
<td>Staff understand the relationship between the inquiry and literacy curriculum maps which sequence the content taught, maximise time and engage students through the links in content.</td>
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<tr>
<td></td>
<td>Link literacy curriculum maps to the inquiry curriculum maps.</td>
<td>Audit and align literacy curriculum map against the newly created inquiry curriculum maps.</td>
<td>Staff to maintain an accurate PL log including reflections and actions.</td>
<td>Improved student results including 2015 bell curve goals and NAPLAN data.</td>
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</table>

-Assistant Principal

Assistant Principal

Leadership Team
- Literacy PLT
- Stephen Graham

Literacy PLT

Learning Communities

Whole staff through staff PL

Inquiry PLT

Learning communities demonstrating differentiation through planning documents, assessments, ILPs and documented human resource allocation.

Terms 2 & 3

Ongoing

Terms 1-3

Each staff member who attends PL subsequently provides PL and/or coaching as set out in the NGPS Forward Planning document.

Staff to maintain an accurate PL log including reflections and actions.
<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Finalise and implement the Newport Gardens PS Instructional model across all P-6 learning communities.</th>
<th>Create an online numeracy bank of best practice descriptors including digital examples of modelled teaching.</th>
<th>Terms 2 &amp; 3</th>
<th>An online bank of teaching and learning resources that form part of the induction, and PL for staff, which are aligned to coaching plans and school goals.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Link numeracy curriculum maps to the inquiry curriculum maps where appropriate.</td>
<td>Audit and align numeracy curriculum map against the newly created inquiry curriculum maps.</td>
<td>Terms 2 &amp; 3</td>
<td>Staff understand the relationship between the inquiry and numeracy curriculum maps which sequence the content taught, maximise time and engage students through the links in content.</td>
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<tr>
<td></td>
<td>Investigate a whole school approach to the implementation of the numeracy curriculum. (e.g. George Booker or Back to front maths)</td>
<td>Assistant Principal to contact appropriate associations, schools or network resources to determine appropriate pedagogy.</td>
<td>Term 2 &amp; 3</td>
<td>A defined pedagogical approach to numeracy identified and trialled in 2015 and implemented across the school in 2016.</td>
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<td></td>
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<td>-Assistant Principal -Numeracy PLT</td>
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<td>-Assistant Principal -Inquiry PLT -Numeracy PLT</td>
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<td>-Assistant Principal -Numeracy PLT Leader</td>
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<tr>
<td>Engagement:</td>
<td>Implement an approach that enables all students to be actively engaged in their own inquiry learning.</td>
<td>Embed the '21st Century Fluency Project' (FP) inquiry model schoolwide.</td>
<td>Terms 1 onwards</td>
<td>Staff to demonstrate their understanding and articulation of the fluency project through professional readings, PL and planning documents.</td>
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<tr>
<td>Inquiry</td>
<td></td>
<td>Induct new staff and continue implementation with existing staff of the FP.</td>
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<td>Staff to maintain an accurate PL log including reflections and actions.</td>
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<td></td>
<td></td>
<td>Assistant Principal attends planning weeks with each PLT.</td>
<td>Term 1 onwards</td>
<td>All learning communities have a shared understanding and consistent implementation of the FP</td>
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<td>-Principal -Assistant Principal -Inquiry PLT -Whole staff</td>
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<tr>
<td>Induct new staff and continue implementation with existing staff of the inquiry curriculum maps.</td>
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</table>
| **Targeted PL including**  
- IWBNET Conference  
- Whole staff PL with Lee Crockett aligning processes and assisting staff with the implementation of the FP throughout the year.  
- Assistant Principal attends planning weeks with each PLT.  
- Provide time in the meeting schedule for whole staff PL.  
- Providing targeted ICT PL for each team in advance of their planning week aligned to inquiry curriculum maps and using the FP. |
| **Middle Years Team Leaders.**  
- Principal  
- Assistant Principal  
- Lee Crockett  
- Whole staff  
- Assistant Principal  
- Learning Communities  
- Assistant Principal  
- Inquiry PLT  
- Whole staff  
- Assistant Principal  
- TSSP, Technician & ICT representatives from each Learning Community  
- Learning Communities |
| **Term 3 - August**  
- Middle Years Team Leaders provide PL and/or coaching as set out in the NGPS Forward Planning document.  
- Term 1 onwards  
- Term 1 onwards  
- Term 1 onwards  |
| **All staff to have undertaken PL with Lee, included personal reflections and have used the PL to positively influence the inquiry teaching in each learning community.**  
- **All learning communities have a shared understanding and consistent implementation of the curriculum maps as evidenced in unit planners.**  
- **Staff to demonstrate their understanding and articulation of the curriculum maps through planning documents.**  
- **ICT content knowledge and application of software used with students in an ongoing, meaningful way.**  
- **PL delivered and implemented on a cyclic basis linked to the FP and future planning.**  
- **Staff to maintain an accurate PL log including reflections and actions.** |
| Science                                                                 | Establishing a structured school-wide program for the explicit teaching of Science from P-6 for those elements of the Science curriculum not covered in the inquiry curriculum maps. | Work with the SIC team to implement a documented rotational science program for each learning community running parallel to the inquiry curriculum map. | -Principal  
-AP  
-SIC  
-Learning Communities  
-Whole Staff  
-Inquiry PLT (Collation) | Terms 1 onwards | Each learning community to develop rotational units of work for elements of the Science curriculum not directly covered in the inquiry curriculum map.  
-An AusVELS classified collation of science rotation activities led by the Inquiry PLT (Science Teacher Resource)  
-Inquiry PLT Leader  
-Inquiry PLT  
-Whole staff  
-Mobil grant recipients 2014/15 (meeting schedule) |   |
| Learning to Learn (L2L) | Establishing a 2 – 4 week ‘Learning to Learn’ program across the Middle Learning Community and embed the L2L program in the Senior Learning Communities. | Cross-team PL and ongoing, timely collaboration between Middle and Senior Team Leaders and teaching staff. | -Assistant Principal  
-Senior & Middle Team Leader  
-Senior & Middle  
-Learning Community staff | Term 1 and then ongoing | A completed 2 year L2L program for the Middle and Senior School.  
-Implementation of the L2L program in the Middle and Senior School in-line with the curriculum map. |   |
| Well Being: | To foster a positive school culture that enhances the wellbeing of all students. | Establish and document a school-wide student management process. | Consult with staff to establish a Student Management document that combines existing processes with DET policy and Bully-Stopers program. | Term 2 onwards | Developed a Student Management document that aligns school processes and fosters a consistent, positive school culture.  
-Thorough school-wide implementation and continued use of the Student Management Tool. |   |
<table>
<thead>
<tr>
<th>Attendance</th>
<th>Implement the agreed staged attendance program with an emphasis on accuracy, early identification, intervention and ongoing follow up.</th>
<th>Information and Induction sessions Communication campaign with parents Regular Leadership Team follow up</th>
<th>-Leadership Team -Administration Staff -SIC Committee -Whole Staff</th>
<th>Term 1 and ongoing</th>
<th>Staff will have documented evidence of student absence follow up. There will be a reduction in human error in relation to e-CASES roll marking. Comprehensive parent awareness campaign of our program, and parental support and follow up.</th>
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</thead>
<tbody>
<tr>
<td>Transition</td>
<td>Strengthen and document K-P transition processes between NGEYC and NGPS to increase the percentage of children transitioning from NGEYC to NGPS for prep enrolment 2016.</td>
<td>Review the Memorandum of Understanding between the NGEYC and NGPS. Document current transition practices between both facilities. Continue the grade 5 transition week program with Bayside SSC. Continue transition meetings between parents, students and staff for any student deemed ‘at risk’.</td>
<td>-NGPS Leadership Team -NGEYC Leadership Team -Transition Working Party -Transition Coordinators (K-P &amp; 5-7) -School Council -Transition Coordinator (5-7) -Bayside SSC Transition Coordinator -Transition Coordinator (5-7)and Senior School teachers -Hobsons Bay SSSO’s -Relevant parent/student -Relevant secondary staff</td>
<td>Term 1 and ongoing</td>
<td>The completion of a transition document detailing all activities, processes and opportunities to enhance transition and increase potential enrolments. The completion of all planned transition activities for the NGEYC and additional kindergartens throughout the municipality. Transition processes enhanced to now include a ‘Transition Week’ with Bayside Senior Secondary School.</td>
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<td>Term 3 &amp; 4</td>
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<td>Term 4</td>
<td>The parent of any student deemed ‘at risk’ will have been given the opportunity to attend a transition meeting arranged through the Hobsons Bay SSSO Network.</td>
</tr>
<tr>
<td>Anti-Bullying</td>
<td>Establish and implement a school-wide, comprehensive anti-bullying program (Bully-Stoppers, Bounce Back, You Can Do It, Kids Matters etc…).</td>
<td>Attend PL and undertake professional reading related to the Bully-Stoppers program.</td>
<td>Term 1 ongoing</td>
<td>A documented NGPS Anti-Bullying program which has begun its implementation throughout all learning communities.</td>
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<td></td>
<td>Collegiate visit to schools running the program for advice.</td>
<td>-Leadership Team -SIC -Whole staff</td>
<td></td>
<td>PL provided for staff and SIC regularly reviewing the implementation.</td>
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<td></td>
<td>Provide PL for staff and opportunities for regular feedback</td>
<td>-Leadership Team -SIC -Whole staff</td>
<td>Term 2 ongoing</td>
<td>The Student Management process document includes relevant sections on the implementation of an anti-bullying program.</td>
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<td></td>
<td>Establish processes and protocols and incorporate this into the Student Management process document.</td>
<td>-Leadership Team -SIC -Whole staff</td>
<td>Term 2 onwards</td>
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<td></td>
<td>e-SMART sub-committee to continue accreditation process</td>
<td>-Leadership Team -SIC -e-SMART sub-committee</td>
<td>Term 1 onwards</td>
<td>Documented e-SMART accreditation</td>
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<td></td>
<td>Provide relevant PL for staff</td>
<td>-e-SMART sub-committee</td>
<td>Term 1 onwards</td>
<td>Regular PL for staff undertaken and follow up through SIC</td>
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<td></td>
<td>Implement e-SMART strategies school-wide</td>
<td>-Whole staff</td>
<td>Term 3</td>
<td>Unit planners, general classroom practice</td>
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<td>Broader community awareness evident through information sessions and 1:1 contract documentation.</td>
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<tr>
<td>Values Education</td>
<td>Strengthen the school culture through a documented explicit and embedded values education and student leadership program.</td>
<td>Refine and promote the multi-age values program.</td>
<td>Term 1 onwards</td>
<td>Each learning community to develop rotational units of work for elements of the values curriculum.</td>
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<td></td>
<td>Values displayed in all teaching spaces and referenced daily.</td>
<td>-PPS PLT</td>
<td>Term 1 ongoing</td>
<td>A school values classified collation of rotation activities led by the PPS PLT (Values Teacher Resource)</td>
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<td></td>
<td>Build upon the existing Senior School Leaders’ program.</td>
<td>-Team Leaders</td>
<td>Term 1 ongoing</td>
<td>Evident in all indoor teaching spaces, unit planners and through Team Leaders feedback within SIC.</td>
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<td></td>
<td>Build upon the existing student voice and school leadership opportunities (P-6) including attendance at the Young Leaders conference in March.</td>
<td>-Senior School teachers</td>
<td>Term 1 ongoing</td>
<td>Evident in unit planners, and weekly operation of the student leaders’ program.</td>
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<td></td>
<td></td>
<td>-Specialist staff</td>
<td>Term 1 ongoing</td>
<td>Increased student participation in school assemblies, school events and community events.</td>
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<td></td>
<td></td>
<td>-Middle and Senior Learning Community Leaders.</td>
<td>Term 1 ongoing</td>
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<tr>
<td>Productivity:</td>
<td>Deploy staff judiciously to maximise student learning outcomes.</td>
<td>Identify and build upon staff skill sets and match these to AIP goals through the PDP process.</td>
<td>Leadership Team</td>
<td>PDP implemented for all staff including coaching plans.</td>
<td></td>
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<tr>
<td>Human Resources</td>
<td></td>
<td>Relevant staff</td>
<td>Term 1 onwards</td>
<td>2015 &amp; 2016 workforce planning completed.</td>
<td></td>
</tr>
</tbody>
</table>
Provide targeted PL for staff who demonstrate collective responsibility and the capacity to use the knowledge gained to coach and/or PL staff.

Leadership Team Relevant staff

Term 1 ongoing

Each staff member who attends PL subsequently provides PL and/or coaching as set out in the NGPS Forward Planning document.

Staff to maintain an accurate PL log including reflections and actions.

<table>
<thead>
<tr>
<th>Intervention and Extension</th>
<th>Implement appropriate intervention and extension programs.</th>
<th>Leadership Team</th>
<th>Term 1 ongoing</th>
<th>Each staff member who attends PL subsequently provides PL and/or coaching as set out in the NGPS Forward Planning document.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- LLI (1-2) 1.0 EFT</td>
<td>- LLI staff</td>
<td>Term 1 ongoing</td>
<td>Appropriate intervention and extension programs running with agreed goals and targets.</td>
</tr>
<tr>
<td></td>
<td>- GRIN (3-6) 0.6 EFT</td>
<td>- GRIN staff</td>
<td></td>
<td>Up to date planning documents and units of work available to all staff through intranet.</td>
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<tr>
<td></td>
<td>- Intervention and extension for Senior School 0.6 EFT</td>
<td>- SLC Intervention and extension staff</td>
<td></td>
<td>Up to date assessment documents available to all learning community leaders and teachers.</td>
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<tr>
<td></td>
<td>(Middle Years engagement strategies).</td>
<td>- Relevant learning communities.</td>
<td></td>
<td>Robust accountability measures for individual staff, intervention/extension leaders and learning communities.</td>
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<tr>
<td></td>
<td></td>
<td>- Leadership Team</td>
<td></td>
<td>Accountable programs to meet the designated need if available.</td>
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<td>- SIC</td>
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<tr>
<td>ICT</td>
<td>Introduce the explicit teaching of ICT from P-6</td>
<td>Establish and classify an AusVELS collation of ICT activities with associated assessment checklists.</td>
<td>Assistant Principal ICT representatives Inquiry PLT</td>
<td>Term 1 onwards</td>
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</tbody>
</table>
|      | Provide appropriate infrastructure to support teaching and learning programs in ICT. | Finalise and implement the ICT plan 2015-17 including the iPad and 1:1 Netbook program. | -Principal  
-Assistant Principal  
-TSSP  
-Technician  
-e-SMART sub-committee  
-Leadership Team  
-TSSP | Term 1 onwards | ICT plan finalised and its implementation underway.  
All parents whose child intend to be part of the 1:1 netbook program for 2015 have attended an information night  
90% of eligible children take up the 1:1 netbook offer.  
Sufficient level of technical support person and resourcing to meet the requirements of the curriculum map and school needs |
|      | Provide technical support through the program budget DEECD resourcing | | -Leadership Team  
-TSSP | Term 1 onwards | |

| Student Reporting | Review and update student reporting processes to reflect the needs of the NGPS community. | Use existing software (SMT) to deliver a revised reporting document that responds to the staff and parent consultation that took place in 2014. | -Leadership Team  
-School Council  
-SIC  
-Whole staff  
-TSSP  
-Technician  
-Leadership Team  
-SIC  
-Xtreme Software personnel | When available | SMT software upgraded to include the reporting package  
Report design elements have been consulted on and finalised.  
Staff upskilled to successfully implement the new reporting package. |
|                  |                                                                                   | Staff PL undertaken to explain the process and software. |                                                                 | Once software update complete |                                                                 |
| Staff to report against student learning outcomes at the completion of units of work. | -Leadership Team  
-SIC  
-Whole staff | Once software update complete | Student reports to be completed at the completion of each unit, with a summary statement provided in June and December.  
Continued use of mid-semester reports for all students. |