Forrest Primary School Operational Plan 2013

Priority:	Improve literacy outcomes for all students
Targets:	Increase the proportion of students in proficiency bands in reading at year 5: • Reading- Year 5 from 45% to 50% 80% ($^+$/- 5%) of students achieving School Benchmarks in reading. Increase percentage of students reaching or exceeding expected growth in reading from year 3 to 5: • Reading- 68% to 73%
Domains covered:	Learning and Teaching, Student Engagement, Leading and Managing

Specific Actions	Responsibility	When	Resources	Indicators of success
Develop processes to strengthen capacity of staff through a systematic approach to improved pedagogy • Embed Guided Reading across whole school both in timetabling and planning documentation	Literacy and Numeracy Officer (LNO)	Ongoing	Staff Meeting	Curriculum Coordinator observes and journals evidence of how formative and summative assessment is improving pedagogy
• Provide regular professional learning about using First Steps to improve pedagogy	LNO	Ongoing each term	Team meetings	A range of effective assessment tools will be evident across the school:
• Continue to share best practice of differentiation	All	Ongoing		✓ Portfolio items that align with essential agreement
• Analyse 2013 NAPLAN and PIPS data to identify whole school needs in literacy and articulate them in revised documentation	School Improvement Officer and LNO	Term 1, Term 3 and Term 4		✓ Rubrics ✓ Success Criteria ✓ Student self-assessment tools
Develop and implement a whole school approach to the assessment of literacy • Provide professional learning to deepen the understanding of assessment	Curriculum Coordinator (CC)	PD Week Term 1		✓ Running Records ✓ Interventions and mapping
• Embed a whole school approach to assessment through professional learning and a collaborative approach to team assessment practices	CC	Ongoing		Literacy Programs will reflect use of: First Steps strategies, data to inform practice and technologies demonstrating differentiation
• Incorporate assessment planning within programming to reflect AC	CC	Termly		GradeXpert will be used as a data collection and monitoring tool
• Institute processes for data collection and monitoring to support using data to inform practice	LNO and School Improvement Officer	Ongoing		Guided and Cooperative Reading will be seen in timetables, programming and through instructional rounds
• Explore options of working within the cluster to moderate English assessment and share examples of rich assessment tasks.	CC	Termly		
Reflections				

Priority:	**Improve numeracy outcomes for all students**
Targets:	Increase the proportion of students in proficiency bands in numeracy at years 3 and 5. • Year 3- 39% to 44% • Year 5- 33% to 38% Increase the percentage of students from year 3 to year 5 who achieve expected or above expected growth in NAPLAN results • 54% to 59%
Domains covered:	Learning and Teaching, Student Engagement, Leading and Managing

Specific Actions	Responsibility	When	Resources	Indicators of success
Develop and enact processes to ensure that numeracy curriculum documents are up to date, relevant and sustainable. Develop a Forrest Numeracy Plan • Orient staff to scope and sequence for the teaching of Numeracy through Australian Curriculum • Develop a whole school approach to numeracy assessment • Embed a whole school numeracy planner that formalises differentiation in documentation • Anaylse 2013 NAPLAN and PIPS data to identify whole school needs in numeracy and articulate them in revised documentation **Develop processes to strengthen capacity of staff through a systematic approach to improved pedagogy** • Provide professional learning for staff in relation to differentiation in numeracy • Trial a range of resources that support improved pedagogy and review each term • Embed four sessions a week of Numeracy in the classes	LNO LNO and CC LNO LNO and School Improvement Officer LNO and CC LNO CC and All	PD Wk Term 1 Term 1 and then Ongoing PD Wk Term 1 and ongoing Term 1, Term 3 and Term 4 PD Wk Term 1 and Ongoing Ongoing and Termly Ongoing	Staff Meeting Team meetings	The numeracy planner will reflect differentiation through: grouping strategies, use of appropriate concrete materials, technologies and mental computation strategies. Curriculum coordinator will: √ collaboratively plan with teaching teams (with a focus on differentiation strategies) √ Observe teaching and learning √ Give written feedback Year Level Rubrics will be developed and applied
Reflections				

Forrest Primary School Operational Plan 2013

Priority:	Engage and actively involve the whole school community in delivering the school's strategic priorities
Targets:	Increase the percentage of parents that feel 'satisfied that the school has high expectations in all that it does' from 69% to 78% (School satisfaction survey) Increase the percentage of parents that feel that 'communication between the school and parents and carers is effective' from 68% to 73% (School satisfaction survey)
Domains covered:	Learning and Teaching, Leading and Management, Student Engagement and Community Engagement

Specific Actions	Responsibility	When	Resources	Indicators of success
Embed a culture of Positive Change in all levels of the school community that is sustained • Provide professional development for staff in relation to Restorative Practices • Continue to build a positive staff culture • Promote the School Mission Statement through staff meetings, documentation and visibility in classrooms • Promote and communicate the positive aspects of teaching and learning at Forrest Primary • Develop a Forrest Primary School RAP in consultation with community members **Implement and review structures that establish and support the Instructional Leadership model (Teacher Talk)** • Redevelop the Instructional Leadership Model (Teacher Talk/QTm Rounds) incorporating TQI Professional Standards • Develop a process to ensure TQI standards are an integral component of the Annual Professional Conversation	Principal All Staff Deputy Principal (DP) All staff CC Principal	Termly Ongoing Term 3 Ongoing Term 1 Term 1	Staff meeting Team Meetings Community Workshops	A culture of positive change will be evident through reference to Mission Statement, restorative practice agreements, termly staff surveys and community consultation workshops Bank of scripts created to support staff to promote teaching and learning to the community Teacher Talk process will be a regular institution across the school. Records of Annual Conversations Launch of school RAP
<u>Reflections</u>				

Priority:	**To provide Preschool Education to the National Quality Standard**
Targets:	In 2013 progress will be made in *leadership and service management* against the NQS Improvement Plan
Domains covered:	Teaching and Learning, Leadership and Management
NQS Area covered:	*Self-assessment identified that within the area of Educational program and practice the school needed to:* • *Develop and embed an inclusive educational program*

Specific Actions	Responsibility	When	Resources	Indicators of success
Develop and implement a complete preschool program that aligns with the Early Years Learning Framework • Establish a programming cycle of learning, incorporating the Early Years Learning Framework (EYLF) • Plan and implement an inclusive program • Investigate and implement methods of documenting student learning	Preschool staff Junior SLC Preschool staff Preschool staff	Ongoing Ongoing T1	PD	Preschool documentation will reflect programming and assessment cycle of learning Individual Learning Plans constructed and reviewed Assessment of learning documented
Reflections				