Annual Implementation Plan 2008

Based on Strategic Plan - developed for 2007 - 2010

Endorsement by School Council
Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.

✓
Gillian Brookes
14/3/08

Endorsement by Regional Director (or nominee)
Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan.

✓
Helen Fotheringham
14/3/08
### Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Student Learning</th>
<th>Student Learning Outcomes</th>
<th>One Year Targets</th>
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</table>
| To further develop student learning outcomes and teaching practices to enhance academic rigour and to encourage deep thinking in all students. | **Student Learning Outcomes**  
- 95% of Year 1 students reading with 90% or above accuracy at Level 15.  
- 85% of Year 1 students reading with 90% or above accuracy at Level 20.  
- Year 2 students at or above LSG percentage of students reading with 90% or above accuracy at Level 20.  
- 90% of students to be assessed by teachers at or above the indicative level in English and Mathematics, Prep to 6.  
- 30% of students in P-6 achieving above expected level in English and Mathematics |  
- 80% of Year 1 students reading with 90% or above accuracy at Level 20.  
- 80% Year 2 students reading with 90% accuracy at or above Level 25.  
- At least 35% of students in Prep to Year 6 achieving above expected level in English and Mathematics  
- VELS mean score in English and Mathematics to increase from 2007 Prep to Year 6 by 0.2. |

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<th>Student Engagement and Wellbeing</th>
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| To provide a safe and stimulating learning environment that excites students to challenge and extend their thinking, social competencies, resilience and self esteem. | **Student Engagement and Wellbeing**  
- School mean (Years 5-6) in each component of the Student Attitude to School Survey to be at or above 4.5.  
- School mean (Years 5-6) in the Classroom Behaviour component of the Student Attitude to School Survey to be at or above 3.5.  
- For the variables of Student Misbehaviour and Classroom Misbehaviour in Staff Opinion Survey to be at or above the 75th percentile of state primary schools.  
- Student absence Prep to Year 6 mean to be 10.0 or below |  
- School mean (Years 5 and 6) in Learning Confidence and Student Safety of the Student Attitude to School Survey to increase from 2007 by 0.3  
- School mean in the Classroom Behaviour and Stimulating Learning components of the Student Attitude to School Survey to increase by 0.2  
- Average absences per student in Years 1, 2 and 3 to be at or below 10.0  
- Prep absences to be below the state mean |

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<th>Goals</th>
<th>Student Pathways and Transitions</th>
<th>Year 3/5 matched cohorts in A.I.M. Reading and Number to have an average growth of 1.0 level.</th>
<th>Year 1/3, 3/5 cohorts in Teacher Assessment (English and Mathematics) to have a School Mean average growth of 1.0 or more</th>
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| To extend our current transition practices to facilitate effective transition for all students from pre school to Year 7. | **Year 3/5 matched cohorts in A.I.M. Reading and Number to have an average growth of 1.0 level.**  
**Year 1/3, 3/5 cohorts in Teacher Assessment (English and Mathematics) to have a School Mean average growth of 1.0 or more** |  

**Implementation**
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<tr>
<th><strong>Key Improvement Strategies and Significant Projects</strong></th>
<th><strong>What</strong> the activities and programs required to progress the key improvement strategies</th>
<th><strong>How</strong> the budget, equipment, IT, learning time, learning space</th>
<th><strong>Who</strong> the individuals or teams responsible for implementation</th>
<th><strong>When</strong> the date, week, month or term for completion</th>
<th><strong>Achievement milestones</strong> the changes in practice or behaviours</th>
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| **Student Learning**  
• Extending strategies to cater for students who are achieving above expected VELS levels.  
• Planning documents to reflect extension activities and PEP’s for highly able students  
• Reflect on high achieving data, AIM/VELS data and Assessment of reading data.  
• PD on raising student expectations eg Karen Green  
• English Budget  
• Mathematics Budget  
• Library Budget  
• Science Budget  
• Integrated Curriculum Budget  
• School Leadership Team Award Grant? | • PD Budget  
• Curriculum Budgets  
• PD and ICT Coordinators  
• Leading Teachers  
• Student Achievement Team  
• All staff  
• PD session with Karen Green in Term 1  
• Ongoing level planning meetings | • Principal  
• Leadership Team  
• Area Co-ordinators  
• All staff  
• Units of Work completed at the end of each term | • Clear differentiated planning in all domains at all levels.  
• PEP’s for gifted students  
• Team goals  
• Collect and record Assessment of Reading Prep to 2 data to Level 30  
• All unit plans reflect connectedness between domains of VELS |
| **Imbedding the three V.E.L.S. strands of Physical and Personal Learning, Disciplinary and Interdisciplinary within planning frameworks.**  
• Audit of existing curriculum for reportable VELS Domains  
• Modifying existing Units of Work to reflect the linking of the 3 strands  
• PD Budget  
• Curriculum Budgets  
• Updated planning documents  
• PD Coordinator  
• School Teams Level Teams | | | |
| **Extending current Assessment and Reporting practices.**  
• PD staff in DEECD requirements regarding standards required to be reported to parents  
• Report student achievement A-E in all domains relevant to each level as mandated by DEECD  
• Parent education regarding reporting requirements  
• Creation of student digital portfolios Prep to Year 6  
• PD Budget  
• Allocation of Whole School PD time  
• ICT Budget  
• Parent Information sessions  
• Formation of TPL team in Digital Portfolios | • PD and ICT Coordinators  
• Leading Teachers  
• Student Achievement Team  
• All staff  
• TPL Team | * Whole School PD meetings  
* Term 2 and 4 formal reporting to parents  
* Information Evening – Feb  
* End of Term 3 | • Student reports to parents include all mandated subjects  
• Level planning documentation to include Civic and Citizenship, Personal Learning and Thinking Processes  
• Policy and procedures in place to commence digital portfolios in 2009 |
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<th>What the activities and programs required to progress the key improvement strategies</th>
<th>How the budget, equipment, IT, learning time, learning space</th>
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| • Introducing aspects of student self assessment and goal setting | • Staff PD on student assessment  
• Students select assessment strategies for specific integrated units  
• Students instructed in how to form Rubrics  
• Self and peer assessment Prep to Year 6  
• Year 6 Leadership Program conducted through MSYF | • PD Budget  
• IT Budget – purchase of programs such as Inspiration | • PD Co-ordinator  
• Mentor/Coach Co-ordinator  
• Student Achievement Team  
• Class teachers | • Individual student goals set by end of Wk 1 Term 1 Yr 1 – 6  
• Individual student goals discussed in Prep – end of Term 2  
• 3 self assessments on personal learning during Term 4 Prep and Yr 1 on a continuum, Yr 2 to Yr 6 in a rubric | • Teachers use student self assessment to inform their teaching  
• Students set goals for improvement in achievement and/or behaviour |
| • To develop an Action Plan on effective teaching and learning and the successful integration of ICT within the ultranet framework | • All staff complete ePotential survey during 2008  
• Whole school work through eLearning Planning Guide Matrix  
• Analyse ePotential survey and matrix data to identify school and teacher learning needs  
• Develop and implement ICT Action Plan based on above data  
• Each teacher to identify a personal learning focus on successful integration of ICT in their 2008 PRP | • ICT Budget  
• PD Budget | • ICT Co-ordinator  
• PD Co-ordinator  
• All staff | • Surveys completed by the end of Term 1 | • Survey completed by all teachers  
• 2008 ICT Action Plan implemented  
• All teacher PRP include a teaching and learning goal on the effective use of ICT in the classroom |
| Student Wellbeing | • Using coaching and mentoring to improve teaching  
• Allocation of Staff member to role of Mentor & Coaching co-ordinator  
• Review of PoLT surveys for staff | • SRP  
• PD Budget  
• PoLT survey and results | • Leading Teacher  
• Student Engagement | • Ongoing through out the year  
• 2 classroom visits per term | • All teachers have PoLT goal in PRP’s  
• By end of year all teachers reflect on classroom practice |
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<td>practice.</td>
<td>to identify areas for further development and link to PRP’s</td>
<td>the activities and programs required to progress the key improvement strategies</td>
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<td>• Regularly using P.M.I.’s, Prep to Year 6 to monitor and further develop positive student/teacher relationships.</td>
<td>• Purpose of PMI completion discussed with classes</td>
<td></td>
<td>Team</td>
<td>in Terms 2 – 4 for all teachers</td>
<td>in respect to PoLT</td>
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<td></td>
<td>• PMI’s constructed to suit different year levels</td>
<td>• Allocation of class time to successfully complete surveys</td>
<td>• Principal</td>
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<td>• Regular use of Staff reflection on practice as evidenced by diary entries</td>
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<td>• Implementation of PMI’s in all classes</td>
<td>• Specialists to select sample classes to conduct PMI</td>
<td>• PD Co-ordinator</td>
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<td>• Allocation of class time to successfully complete surveys</td>
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<td>• Specialist teachers</td>
<td>• Mentor/Coach Co-ordinator</td>
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<td>• Providing staff professional development focussed on student needs and perspectives.</td>
<td>• Staff discussion to identify whole school and individual needs in PD based on Student, Staff and Parent surveys</td>
<td>• Allocation of regular PD sessions to identified areas</td>
<td>• One PMI per term per class in Years 1 to 6</td>
<td>• Improvement in Student Voice as evidenced by PMI’s</td>
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<td>• Allocation of regular PD sessions to identified areas</td>
<td>• Identifying areas that require further development after analysis of surveys</td>
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<td>• Whole School PD plan developed</td>
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<td>• PD Budget</td>
<td>• Whole School Meeting Schedule</td>
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<td>Transition and Pathways To facilitate effective transition for all students from Prep to Year 6.</td>
<td>• Moderation of VELS across the school with a major focus Prep to Year 1</td>
<td>• PD Budget • Whole School Meeting Schedule</td>
<td>• PD Co-ordinator • Mentor/Coach Co-ordinator • All staff</td>
<td>• Moderation ongoing through out the year</td>
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