



Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2009-2012)



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.	[INSERT TICK HERE]
		Acting Principal: Deborah Inglis [5/2/2009]
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	[INSERT TICK HERE]
		Marion Lawless [INSERT DATE]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p><i>To improve student Literacy and Numeracy outcomes for all students with special focus upon raising reading and spelling outcomes Prep – Year 6 and Number outcomes Prep – Year 4.</i></p> <p><i>To have a particular focus upon the areas of Reading Comprehension, Writing and Spelling</i></p> <p><i>To review our assessment schedule to include online assessment at Years 5 and 6.</i></p> <p><i>To have improved correlation between teacher judgement, NAPLAN and AIM online testing</i></p>	<ul style="list-style-type: none"> The proportion of students assessed at the expected level (VELS A,B and C) to be raised to at least 85% across all NAPLAN English and Mathematics dimensions each year 2009 – 2011 80% of students' spelling ages to be no lower than 12 months below of chronological age. To use online assessment in Literacy and Numeracy at Year 5 and 6. To develop a plan for 2010 to extend the use of online assessment to other year levels. The correlation between teacher judgement, NAPLAN and online AIM to be compared and noted 	<ul style="list-style-type: none"> In 2009, 80% of students to be assessed at the expected VELS level In 2009, 80% of students in Year 3 and 5 to be within expected VELS levels on the NAPLAN assessment in all areas. 80% of students to have a spelling age that is no lower than 12 months of their chronological age. To see improvement in the spelling results on NAPLAN. Maintain reading benchmark results in Years 1 and 2 and improve the Prep results at Level 5 to 70% of Prep students reading at 90% accuracy at Level 5 Continue to benchmark year 3 and 4 and maintain results Obtain bench line data using linear and adaptive tests to compare with future years
Student Engagement and Wellbeing	<p>To improve student engagement and well being and develop the habit of regular attendance.</p> <p><i>*To refine School directions through the (re)development of school vision, emphasizing high student performance standards, student work ethic and agreed values</i></p> <p>To imbed the agreed values across all classroom activities</p> <p>Respect <i>Treating everybody and everything with consideration and courtesy</i></p> <p>Learning <i>Developing and acquiring knowledge, skills, values and attitudes</i></p> <p>Teamwork <i>Learning together to achieve the best possible outcomes for all</i></p> <p>Honesty <i>Truthfulness and open communication at all times</i></p>	<ul style="list-style-type: none"> Raise the Student Safety scale score to 4.22 or above each year 2009-2011. Raise the Student Morale scale score to 5.58 or above each year 2009-2011. Raise the School Connectedness scale score to 4.27 or above each year 2009-2011. Raise the Learning Confidence scale score to 4.04 or above each year 2009-2011. Raise the Student Motivation scale score to 4.51 or above each year 2009-2011. Raise the Connectedness to Peers scale score to 4.25 or above each year 2009-2011. To reduce average absence to 11 days (or below) per student across Prep – Year 6 by 2010 	<p>In 2009 to achieve the following results on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> Student Safety score : 4.22 (or above) Student Morale score:5.58 (or above) School Connectedness score:4.27 (or above) Learning Confidence score: 4.04 (or above) Student Motivation score: 4.51 (or above) Connectedness to Peers score: 4.25 (or above) <ul style="list-style-type: none"> Average absence to be less than 12 days in 2009
Student Pathways and Transitions	<p><i>To ensure smooth, seamless and effective transition for incoming Prep, students moving to the next year level and exiting Year 6 students.</i></p>	<p>Raise and maintain parent opinion of the Transition scale (Parent Opinion Survey) to a mean score of 6.1 or above each year 2009 – 2011</p>	<ul style="list-style-type: none"> Transition scale to have a mean score of 6.1 (or above) on the Parent opinion survey

Implementation: Student Learning

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
Strengthen Purposeful Teaching (Effective Schools Framework) - review and strengthen the explicit teaching of Reading, Spelling, and Number Prep – Year 6	<ul style="list-style-type: none"> Implement the Region directed Common Curriculum Areas of and Literacy (2008 - 2009) and Numeracy (2009 -2010) (Principal, PD and Literacy and Numeracy coordinators, PD Budget) Review current practice in all English and Mathematics dimensions Establish a Numeracy team to attend the Common Curriculum Numeracy (PD budget for CRT replacement) Allocate time in the Meeting schedule for Common Curriculum Professional Learning activities Professional Learning teams to meet regularly to analyse student work and data. 				<ul style="list-style-type: none"> By the end of 2009, all Common Curriculum PD to be completed for leaders. Meeting schedule to reflect emphasis on Common Curriculum and student data
To establish practices to ensure ‘timely use of data’ and consider the provision of additional time allocation to underperforming curriculum areas (and also individual students).	<ul style="list-style-type: none"> Add to reading and spelling data collected in 2008 and note changes over time.(Literacy coordinator) Reading benchmarks: November; Guided reading levels: Each term. SA spelling results: June and December. Spelling Dictation: March and September Develop a reading tracking wall for Prep to Year 4 (Trial using Excel program and interactive white board) (Literacy coordinator) Develop a spelling tracking wall for Year 1 to 6 (Trial using Excel program and interactive white board) (Literacy coordinator) Replace current collection of student data of profile books with the use of A-Track. (Purchase program to run A-track and provide PD for staff) (Assessment team, assessment budget, staff) Continue the Early Years Numeracy Interview (now Mathematics Online)and to use data collected in Professional Learning Team discussions to drive planning for future teaching.(all staff) 				<ul style="list-style-type: none"> By the end of Term 4, 2 years of spelling data will have been collected, to establish bench line data to track future improvement Regular meetings to discuss student achievement using the tracking wall. Record 2009 results using the new system
Continue the process of aligning teacher learning plans with the strategic direction of the school as well as the individual development needs of each teacher.	<ul style="list-style-type: none"> Teacher PD plans and annual review to reflect Strategic Plans and personal needs (individual teachers, teams and Principal) (In school and external Professional development as needed or when available) To continue to use the format established in 2008 				<ul style="list-style-type: none"> Individual teacher reflection and development of future plans. Improved results across all areas on Staff Opinion survey
Strategic planning to significantly lower the proportions of students assessed as being below the expected level	<ul style="list-style-type: none"> Team planning, shared responsibility of cohort groups, grouping students with like needs, reading recovery, using Middle years support teacher In 2009, use AIM online adaptive and linear tests, in Years 5 and 6, to assist in moderating teacher judgement 				<ul style="list-style-type: none"> The proportion of students assessed as below the expected level to be 15% across all English and Mathematics dimensions on NAPLAN and VELS teacher judgement and supported by AIM online testing data
Build staff ICT capacity and include the integration of interactive whiteboards across all teaching and learning.	<ul style="list-style-type: none"> Provide ICT PD for all staff, using a variety of different approaches. Eg mentoring, coaching, school visits and individual practice. (PD Coordinator, all teachers, ongoing) 				<ul style="list-style-type: none"> Improved ICT skills and increased usage of interactive whiteboards, by all staff. Improved results across all areas on Staff opinion survey (5% increase from 2008)

Implementation: Student Engagement and Wellbeing

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
<p>Refine School directions through (re)development of school vision, emphasizing high student performance standards, student work ethic and agreed values</p>	<ul style="list-style-type: none"> Implement the values established in the Strategic Plan into classroom activities <ul style="list-style-type: none"> ❖ Respect: <i>Treating everybody and everything with consideration and courtesy</i> ❖ Learning: <i>Developing and acquiring knowledge, skills, values and attitudes</i> ❖ Teamwork: <i>Learning together to achieve the best possible outcomes for all</i> ❖ Honesty: <i>Truthfulness and open communication at all times</i> Display the values around the school and develop a common language Review the 2008 plan for introducing Wilson McCaskill 'Play is the Way' and develop 'Circle Time' strategies across the school. To develop a new Student Engagement 2 year plan by the end of 2009 Individual teachers to have a Student Engagement and Wellbeing goal, pertinent to their classroom and personal needs. 				<ul style="list-style-type: none"> Improvement across the Attitudes to Schools survey. To be better than- <ul style="list-style-type: none"> ❖ Student Safety score : 4.22 ❖ Student Morale score:5.58 ❖ School Connectedness score:4.27
<p>Provide strong, clear leadership focused on the establishment of a positive school community</p>	<ul style="list-style-type: none"> Extend the Student of the Week and Star of the week program to include a half hour of Special time. (Principal, Welfare Officer, Chaplain, Teachers)Term One Review School Captain election procedure (Teachers, parents and students)Term One Increase the involvement of the Junior School Council in decision making across the school ongoing 				<ul style="list-style-type: none"> Seek feedback from parents, teachers and students and make necessary changes Improvement across the Attitudes to Schools survey. <ul style="list-style-type: none"> ❖ Connectedness to Peers score: 4.25
<p>Investigate ways of enhancing student voice, student leadership and student ownership of the school</p>	<ul style="list-style-type: none"> Review Junior School Council and School Captain's roles across the school (Staff, term One) Involve students in decision making within the classroom (all staff, particularly Years 3 to 6 students) 				<ul style="list-style-type: none"> Student voice on Staff Opinion survey to show an improvement on previous years. Attitudes to School survey to show <ul style="list-style-type: none"> ❖ Student Morale score:5.58 ❖ School Connectedness score:4.27
<p>Build student understanding of the Attitudes to Survey – (the outcomes and what they mean, the use of survey to identify issues and target improvements)</p>	<ul style="list-style-type: none"> Better explanation given to students of the survey and what each component means and the purpose behind the survey (Principal, Year 5 and 6 teachers) Share the results with the students and staff. (Principal) 				<ul style="list-style-type: none"> Improvement across all key areas on Attitudes to Schools survey. To better- <ul style="list-style-type: none"> ❖ Student Safety score : 4.22 ❖ Learning Confidence score: 4.04 ❖ Student Motivation score: 4.51 ❖ Connectedness to Peers score: 4.25
<p>To develop the habit of Regular Attendance</p>	<ul style="list-style-type: none"> Provide regular newsletter information on the importance of regular attendance To establish a reward system for students with high attendance rates (Principal, Welfare Officer, Chaplain, Use the Welfare Officer and Chaplain to work with parents as required 				<ul style="list-style-type: none"> To reduce average absence to 11 days or less per student across Prep – Year 6 in 2009

Implementation: Student Pathways and Transitions

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
<p><i>To ensure smooth, seamless and effective transition for incoming Prep, students moving to the next year level and exiting Year 6 students.</i></p>	<ul style="list-style-type: none"> • Employ a teacher to work across Years 6 and 7 between the school and Nathalia SC to support implementation of the Common Curriculum (<i>Global budget, Principals of Nathalia Secondary College and Nathalia Primary; Middle Years team</i>) • Review current transition program and the information passed on to the Secondary College and information collected from the kindergarten. • Introduce A-track to record student results 	<ul style="list-style-type: none"> • Raise parent opinion of the Transition scale (Parent Opinion Survey) to a mean score of 6.1 or above for 2009 			