

Milleara Primary School No. 4969

Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2008-2011)



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.	✓
		Paul Bastiaan
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	✓
		Katherine Henderson

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve student performance in English and Mathematics	<p>By 2010</p> <ul style="list-style-type: none"> • AIM data relating to the matched cohort between Year 3 and Year 5 will indicate average learning growth of at least 1.0 of a VELs level. • AIM data (as presented in the SLR) to show 25% of Year 3 students reading and number to be at VELs level 4/5 or above and at Year 5, 30% of students reading and 25% of students number to be at VELs level 5/6 or above. • Teacher assessment against VELs progression points has the proportion of students achieving at or better than the expected standard in Reading and Mathematics to be at least 85% for Prep, Year 2, Year 4 and Year 6. 	<p>By 2009</p> <ul style="list-style-type: none"> • Due to the change to Naplan testing, cohort growth cannot be measured until 2010 • Naplan data as displayed in the Group Summary Reports (using the estimated VELs equivalent scale) to show Year 3: School mean score in Reading and Numeracy to be at or above 2.2 Year 5: School mean score in Reading and Numeracy to be at or above 2.8 • Teacher assessment against VELs progression points has the proportion of students achieving at or better than the expected standard in Reading and Mathematics to be at least 85% for Prep, Year 2, Year 4 and 80% for Year 6.

Student Engagement and Wellbeing	<p>To strengthen and develop students' social skills</p> <p>To improve student attendance</p>	<p>By 2010</p> <ul style="list-style-type: none"> • At least 80% of students achieving at the expected standard or better in the VELS domain of Interpersonal Development • Parent Opinion Survey has Social Skills at a minimum of 6.0 • P-6 student absence rate mean to be at or below 12 days. 	<p>By 2009</p> <ul style="list-style-type: none"> • At least 78% of students achieving at the expected standard or better in the VELS domain of Interpersonal Development • Parent Opinion Survey has Social Skills at a minimum of 5.75 • P-6 student absence rate mean to be at or below 13 days.
Student Pathways and Transitions	<p>To improve each student's pathway through the school from Prep to Year 6 - a focus on personal learning</p>	<p>By 2010</p> <ul style="list-style-type: none"> • At least 80% of students achieving at the expected standard or better in the VELS Domain of Personal Learning • Parent Opinion Survey has Transition at a minimum of 6.0 	<p>By 2009</p> <ul style="list-style-type: none"> • At least 78% of students achieving at the expected standard or better in the VELS Domain of Personal Learning • Parent Opinion Survey has Transition at a minimum of 5.75

Implementation

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How 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
Student Learning <ul style="list-style-type: none"> Implement a whole-of-school focus on purposeful teaching to broaden understanding and agreement about what is successful pedagogy. 	<p>Continued development of Professional Learning Teams focussing on Numeracy and Literacy and an introduction to DEECD e5 framework.</p> <p>Involvement of a numeracy coach/facilitator for all staff.</p> <p>Development of a numeracy assessment schedule.</p>	<p>Inclusion in term meeting schedule.</p> <p>Budget and time allocation for coaching and meetings with staff.</p> <p>Whole staff meetings and investigation of tools and tests available</p>	<p>Numeracy and Literacy co-ordinators</p> <p>Principal, Curriculum co-ordinator and Numeracy co-ordinator</p> <p>Numeracy coordinator and whole staff.</p>	<p>Two meetings each term</p> <p>Professional Learning Teams meeting fortnightly.</p> <p>Term 1 & 2 Review schedule in term 4.</p>	<p>All teachers regularly engage in discussions regarding their practice by the end of the year.</p> <p>All staff provided with coaching and involved in Professional Development on best practice maths teaching.</p> <p>Numeracy assessment schedule agreed to and followed by staff.</p>

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<ul style="list-style-type: none"> Ensure that all domains of the VELs are strategically integrated to create quality learning experiences for students. 	Review of Literacy assessment schedule	Whole staff meetings and investigation of tools and tests currently used	Literacy coordinator and whole staff.	Term 1 & 2	Literacy assessment schedule reviewed, revised and implemented as necessary.
	Investigation of literacy comprehension programs e.g. CARS and STARS and trialling in years 2 -4.	Budget allocation for staff to visit other schools, attend PD and purchase materials required.	Literacy Leader and year's 2 – 4 teachers.	Whole year	Programs evaluated, trial materials purchased and program implemented in grades.
	Development of a writing genre scope and sequence schedule. Review integrated studies units and audit against VELs dimensions to ensure a balanced program	Allocation of PLT meeting time in meeting schedule for discussion and development. Allocation of Curriculum Day	Whole staff Whole staff	Term 2 Term 1	Scope and sequence chart developed and adopted by whole school. Documentation shows all

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	across the two year scope and sequence.				dimensions are covered over a two year span.
<ul style="list-style-type: none"> Working as a whole school Professional Learning Team, teachers explicitly use the Principles of Learning and Teaching to plan and trial improved approaches to learning and teaching across the school Prep-6. 	Audit of POLT practices in classes across the school	Peer observation visits to classrooms	Whole staff	Throughout the year	Staff meeting agendas to include discussions of peer observations of current POLT practices. All staff are engaged in discussion of POLT components and provide examples of how they are utilised in teaching in their rooms.

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<ul style="list-style-type: none"> Strengthen capacity to make rigorous use of data as <u>assessment for learning</u>, as well as assessment of learning – especially to track the progress of particular cohorts and individual students [value adding]. 					

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<ul style="list-style-type: none"> Adopt a distributed leadership model to build capacity to provide supportive leadership at all levels of school operation. 	<p>Staff roles and responsibilities are clearly stated in duty statements.</p> <p>Staff attend WMR leadership, co-ordination and coaching training.</p>	<p>Staff meetings to develop a list of roles and responsibilities</p> <p>Budget allows for CRT release and training</p>	<p>Principal and whole staff.</p> <p>Staff selected by principal after expression of interest.</p>	<p>Term One</p> <p>Throughout the year.</p>	<p>Duty statements clearly define role and responsibility expectations.</p> <p>Staff attend training and perform roles as described in duty statements.</p>
<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> Whole school curriculum planning and structure to enable a direct focus on the Interpersonal Development Domain of the VELs. 	<p>Implement new social skills program: Bounce Back</p>	<p>Budget for purchasing of resources and PD in Bounce Back</p> <p>Student Welfare funding utilised for Student Welfare co-ordination time.</p> <p>Teacher and</p>	<p>Whole staff</p>	<p>Term 1</p>	<p>Work programs indicate that Bounce Back is being implemented in all grades.</p>

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<ul style="list-style-type: none"> Enhance student leadership and 'student voice in all areas of the school 	Development of a Peer Mediation Program Reviewing and strengthening of P/1 – 5/6 Buddy system Development of a School Leadership Program	student training in Peer Mediation Commitment by grades to implement an on-going, regular Buddy program. Budget and allocation of time for the implementation of Young Leaders Program	Senior school staff P/1 & 5/6 staff. Senior school staff	Term 1 & 2 Whole year Term 4	Staff and students have undertaken training and peer mediators are in recognised and utilised in the school. Buddy program is regularly timetabled. Work programs indicate that Young Leaders program is being implemented in grades 5 & 6.
Student Pathways and Transitions <ul style="list-style-type: none"> Ensure that the Personal Learning domain of the VELS is developed and strengthened in 	Further develop a range of strategies and activities to assess student's personal learning styles.	Whole school PD focus on learning styles.	Whole staff	Term 2 & 3	Teacher planning reflects a variety of activities that caters for student's needs, backgrounds, interests, achievements and ways of learning.

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<p>curriculum planning, particularly across Years 4-6.</p> <ul style="list-style-type: none"> Optimise opportunities for parents to connect with their children's school programs and activities. 	<p>Embed within the curriculum the use of strategies such as; Gardiner's Multiple Intelligences, Blooms Taxonomy of Thinking and De Bono's Thinking Hats.</p> <p>Provide a range of opportunities for parents to be involved in school/community activities e.g Twilight picnic Bookweek activities Maths night Science night Reading helpers Meet the teacher</p>	<p>Staff provided with PD and share time focussing Gardiner's Multiple Intelligences, Blooms Taxonomy of Thinking and De Bono's Thinking Hats.</p> <p>Staff to identify possible community activities in and out of school hours</p>	<p>Whole staff</p> <p>Whole staff</p>	<p>Whole year</p> <p>Throughout the year</p>	<p>Meeting schedule and meeting agendas indicate time allocated to professional learning and sharing by staff</p> <p>Events involving and encouraging parent participation are scheduled throughout the year.</p>

