

# Elliminyt Primary School 2028

## Annual Implementation Plan 2009

Based on Strategic Plan developed for 2007-2010



<b>Endorsement by School Council</b>	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.	✓
		David Houghton
<b>Endorsement by Regional Network Leader</b>	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	
		Jan Rollinson

# Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	<p>G.1 To improve student learning outcomes for all students with particular emphasis on Early Years students in Reading (with special attention to Comprehension skills), Writing and Speaking and Listening.</p> <p>G.2 To improve boys' learning outcomes in English and Mathematics.</p>	<p>T.1 All early years students to be assessed as being equal to or above the indicative Victorian Essential Learning Standards level in Reading Writing and Speaking and Listening by December 2010 except those identified as currently not performing at the age appropriate standard through assessment processes.</p> <p>T.2 establish base line data for Comprehension using school based assessment procedures to show an increasing improvement for early years students over the period of the strategic plan</p> <p>T.3 The average AIM achievement levels in English and Mathematics for boys will be equal to or above the state benchmarks by 2010.</p>	<p><u>Reading</u> 80% of students at Prep will achieve between 90-100% accuracy at Level 5 by Dec 2009. (up from 61.5%) The gap between <b>School</b> Scaled Mean Score (381) and <b>State</b> (416) in Year 3 Reading (NAPLAN) will be halved.</p> <p><u>Writing</u> Yr 3 – Students operating in Bands 1,2 or 3 will decrease from 34% to 25%. Yr 5 – Students operating at bands 3,4 or 5 will decrease from 40% to 25%.</p>
<b>Student Engagement and Wellbeing</b>	<p>G.3 To further improve the positive engagement and wellbeing of all students in the academic and social contexts of the school.</p>	<p>T.4 Student responses to the motivation to learn and connectedness variables on the Attitudes to School survey will show an increasing trend over the period of the Strategic Plan.</p> <p>T.5 Average student absence rates to be less than 10 days per year at all year levels by 2010</p>	<p>Attitudes to school survey <u>Student Motivation</u> 4.0 increase to 4.5 against all Yr 5-6 students <u>Student connectedness</u> 3.64 increase to 4.1 against all Yr 5-6 students. <u>Student absence</u> Average absence down from 14 to 12 days or better with particular focus at Prep (19.4days) and Grade 1 (17.4days).</p>
<b>Student Pathways and Transitions</b>	<p>G.4 To further enhance student transition from kindergarten to primary school and from primary to secondary school.</p> <p>G.5 To enhance transition through the school by identifying, supporting and tracking underperforming students.</p>	<p>T.6 The proportion of parents reporting satisfactory transition into the school to be greater than 90% by 2010 (school developed measure).</p> <p>T.7 In English and mathematics students as identified as currently not performing at the age appropriate standard due to learning difficulties, through assessment processes, will increase their performance levels by one progression point each year over the period of the Strategic Plan.</p>	<p><u>Transition</u> as judged by Parent Opinion survey to increase from 5.51 to 5.79 above 2008 State Mean. <u>Numeracy</u> Yr 3 - Students operating in Bands 1, 2 or 3 will decrease from 40% to 25%. Yr 5 – Students operating at bands 3, 4 or 5 will decrease from 60% to 30%.</p>

## Part 2 – 2009 Annual Implementation Plan

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, 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 practice measures or lead indicators that describe success
<i>Strategy 1: To provide a curriculum that conforms to the VELS and consists of comprehensive, sequential programs for all year levels:</i>					
Establish a school leadership/management structure which correlates to the VELS structure.	<ul style="list-style-type: none"> <li>Align key staff and coaches with the Strands/Domains</li> <li>Creation of an additional area specific to Student Welfare and Discipline</li> </ul>	<ul style="list-style-type: none"> <li>Align staff to VELS areas and School specific area.</li> <li>Align budget \$\$ and other resources to these teams and leaders.</li> <li>Align all staff to one of four key areas.</li> </ul>	<ul style="list-style-type: none"> <li>VELS teams</li> <li>Coaches</li> </ul>	<ul style="list-style-type: none"> <li>By end of Term 1</li> </ul>	<ul style="list-style-type: none"> <li>School wide structure in place</li> <li>VELS and school specific teams meeting monthly to discuss and develop areas of study.</li> </ul>
Teachers to agree to a set of common criteria about what makes a quality task.	<ul style="list-style-type: none"> <li>Professional reading and discussion centred around quality tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings and PLT opportunities to develop an agreed set of criteria.</li> <li>The development of new learning spaces in the Irrewillipi building</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Coaches</li> <li>PLT leaders</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By end of Term 2</li> </ul>	<ul style="list-style-type: none"> <li>Agreed criteria as a staff applied in developing learning tasks for grades or specific groups of students</li> </ul>
Further develop the Performance and Development Culture (Accreditation met in 2008)	<ul style="list-style-type: none"> <li>Customised individual teacher development plans aligned with school/team and individual priorities.</li> <li>Quality professional Development to meet individual development needs.</li> </ul>	<ul style="list-style-type: none"> <li>Customised/ negotiated PRP with school, team and individual focus.</li> <li>PD part of PRP documentation</li> <li>Established PD plan each term based on school, team and individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>School Coaches</li> <li>Principal/teams/individuals</li> <li>PD Co-ordinator</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>March 2009</li> <li>End of term 4, 2008</li> </ul>	<ul style="list-style-type: none"> <li>Established timeline to meet changes set for progression (April 1 2009)</li> <li>PRP documentation which includes role descriptions for teacher classification levels, goal setting and PD.</li> <li>All staff PRP plans signed off Dec 2009</li> </ul>

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<p>Increase the use of Information and Communications Technology to support teaching and learning activities.</p>	<ul style="list-style-type: none"> <li>• In-school training programmes in ICT for all staff based on need</li> <li>• Professional development programmes in ICT external to the school</li> <li>• Inter school visitations to view exemplary programmes in ICT where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting times allocated to ICT training including use of e learning survey tool.</li> <li>• Priority funding allocation in budget to continue building hardware resources</li> <li>• Introduction of Netbooks at Year 5</li> <li>• Observing best practice both in-school, local area and at a regional level.</li> <li>• ICT technician support</li> <li>• Attend Regional / local / network PD when available</li> <li>• Parent information sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Strand Leader</li> <li>• Curriculum Co-ordinator</li> <li>• Technicians</li> <li>• Principal</li> <li>• School Council</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development on going.</li> <li>• By June 2009</li> <li>• End Week 1 each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily use of staff laptops by staff evident eg. Intranet diary and notice board.</li> <li>• Begin an eLearning Strategy Plan 2009-2012.</li> <li>• PD plans completed each term as part of existing Meeting Schedule format.</li> <li>• School computer use agreement policy and documentation completed.</li> </ul>

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<i>Strategy 2: To provide data through assessment processes to support curriculum programmes and the required reporting format.</i>					
Reviewing assessment and reporting practices to better inform teacher practice.	<ul style="list-style-type: none"> <li>• New Regional Data Plan completed</li> <li>• Review all assessment tools currently used at each level.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate Data Plan 2009. Ensure all tools inform teaching and planning.</li> <li>• Training of an additional reporting co-ordinator where required</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Vic reporting co-ordinator</li> <li>• Computer Technician</li> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• On going</li> </ul>	<ul style="list-style-type: none"> <li>• Current and relevant Data Plan 2009.</li> <li>• Clear expectation for staff in the collection and use of data.</li> </ul>
Improve the accuracy of student assessment in relation to VELs.	<ul style="list-style-type: none"> <li>• Increase use of formative assessment and add details to unit planning.</li> <li>• Ensure that teachers are familiar with the most effective methods of assessing student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff learning about using assessment and data Eg. Focus on PoLT Principle 5 Assessment</li> <li>• Review and access available modules and learning on-line (as / of / for )</li> <li>• Team moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Co-ordinator</li> <li>• Leadership team</li> <li>• Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• As part of on-going teacher PD.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of staff effectively using assessment to inform their teaching and planning</li> <li>• Regular review and discussion of different data sets as they become available specific to individual students. Term 3 onwards.</li> </ul>

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<p><b>Strategy 3: To provide and integrate strategies which will focus on boys in education:</b>  <i>Note: Current data suggest that approaches should be directed to address student engagement across both genders and not specific to boys.</i></p>					
<p>Incorporate school wide projects and programs which have focuses beyond the classroom door</p>	<ul style="list-style-type: none"> <li>• Provide real life experiences which can be linked to school curriculum</li> <li>- Garden/cooking program</li> <li>- Building program</li> <li>- Adoption local park</li> <li>- Kindergarten visits</li> </ul>	<ul style="list-style-type: none"> <li>• Community group support eg. Batforce / APEX / Rotary</li> <li>• Resourcing \$\$ / Grant application</li> <li>• Personal approach</li> </ul>	<ul style="list-style-type: none"> <li>• Chaplain</li> <li>• Welfare Co-ordinator</li> <li>• Senior class teachers</li> <li>• Project co-ordinators</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Each term new focus/event</li> </ul>	<ul style="list-style-type: none"> <li>• Complete projects with varied involvement particularly across Senior Grades.</li> <li>• Improved engagement for selected students and groups.</li> <li>• Successful completion of selected projects. (Cubby Fever Project Term 1)</li> </ul>
<p>Collation of boys' [student] VELS levels in English and Mathematics for all year levels after half year assessments to facilitate the monitoring of progress against VELS levels.</p>	<ul style="list-style-type: none"> <li>• Devise an ICT method for collating and recording VELS levels in English and Mathematics for all year levels to facilitate the monitoring of progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise Excel programme or new tool</li> <li>• English/Maths progression point and assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Technician</li> <li>• School Leadership</li> <li>• Classroom teachers</li> <li>• Administration staff</li> </ul>	<ul style="list-style-type: none"> <li>• Mid year</li> </ul>	<ul style="list-style-type: none"> <li>• Results collated and discussed .</li> <li>• The information gained from the data is utilised to inform resource and program allocation over second Semester.</li> <li>• Students at risk clearly identified and tracked more accurately.</li> </ul>

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<b>Strategy 4: To provide further opportunities for students to 'own' and 'direct' their learning:</b>					
Monitor and discuss results from the Attitudes to School survey and PoLT Student perception survey in order to identify trends and areas for action.	<ul style="list-style-type: none"> <li>•Middle Years staff to identify trends and areas for action</li> <li>•Discuss results with students.</li> <li>•Establish student forums for regular discussions about a variety of topics</li> <li>•Include students in the development of units of work including task selection and assessment formats</li> </ul>	<ul style="list-style-type: none"> <li>•Administer the Attitudes to School Survey on an annual basis</li> <li>•Class discussions and follow-up</li> <li>•Use PoLT perception surveys for students.</li> </ul>	<ul style="list-style-type: none"> <li>•Middle Years staff</li> <li>•Year 5-6 students</li> <li>•Leadership team</li> <li>•Principal</li> </ul>	<ul style="list-style-type: none"> <li>•Reviewed annually during the life of the Strategic Plan</li> <li>•Attitudes to School Survey administered annually.</li> <li>•PoLT student surveys completed each term and feedback provided to staff.</li> </ul>	<ul style="list-style-type: none"> <li>•Attitudes to School survey to show a ten percent improvement in all areas by 2010.</li> <li>•Teachers discuss results with classes and actively address any areas of perceived need.</li> </ul>
Monitor and address student absence	<ul style="list-style-type: none"> <li>•Programs like It's Not OK to be Away programme.</li> <li>•Appoint a Co-ordinator of student attendance</li> <li>•School wide approaches using students to address students.</li> <li>•Improved communication with parents around student absence.</li> </ul>	<ul style="list-style-type: none"> <li>•Involvement of Chaplain home visits etc. (m)</li> <li>•Develop consistent, effective follow up processes for unexplained and unapproved absences (w)</li> <li>•Develop a more complete and accurate picture of student absenteeism (a)</li> <li>•Build stronger partnerships to support student attendance with parents. (m)</li> <li>•Regular focus through newsletters and assemblies.(m)</li> <li>•Class competition for student attendance. (w)</li> <li>•Specific reward for attendance over each term.(t)</li> <li>•Term summaries of attendance over the term. (t)</li> </ul>	<ul style="list-style-type: none"> <li>•Co-ordinator</li> <li>•Staff</li> <li>•Principal</li> <li>•Chaplain</li> <li>•Student leadership team</li> <li>•SRC</li> </ul>	<ul style="list-style-type: none"> <li>•Weekly (w), monthly(m) each term(t) and annually(a).</li> </ul>	<ul style="list-style-type: none"> <li>•Student average absence rate of 10 days or less per year for each year level.</li> <li>•Attendance data discussed at several levels and various forums.</li> <li>•Increased follow up with parents</li> <li>•Develop a local policy on school attendance and convey regular and clear messages to parents that school attendance matters. Eg Newsletter</li> <li>•Improved attendance trend across all grade levels.</li> </ul>

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<b>Strategy 5: To provide a formal framework which facilitates partnerships and collaboration between schools</b>					
Provide avenues of feedback for parents to improve transition.	<ul style="list-style-type: none"> <li>• Use of the survey tool for pre school to prep transition.</li> <li>• Collation of data from survey. Publish results/summaries/findings in newsletter</li> <li>• Determine a base line for parent satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire for Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinator (prep ct)</li> <li>• Infant PLT</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Mid term 1</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data to show continuing parent satisfaction</li> <li>• Actions taken to address issues raised by parents</li> </ul>
Provide opportunities for professional interaction between primary and secondary teachers	<ul style="list-style-type: none"> <li>• Invite teachers to central PD opportunities eg. Anaphalaxis</li> <li>• Senior students programs in a Secondary setting eg ICT work</li> </ul>	<ul style="list-style-type: none"> <li>• Programs which use secondary resources, students or work spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Leadership team</li> <li>• Secondary contact</li> </ul>	<ul style="list-style-type: none"> <li>• As opportunities arise</li> </ul>	<ul style="list-style-type: none"> <li>• PD opportunities offered and shared across the network.</li> <li>• Students attending Secondary setting for some classes. Term 3.</li> <li>• Secondary students involved in programs at school. Term 2.</li> </ul>
Establish local After School Care and Play group programs	<ul style="list-style-type: none"> <li>• Increase Community links providing resourcing to establish both programs during 2009.</li> <li>• Begin After school care.</li> <li>• Begin local playgroup.</li> <li>• Begin outside playgroup.</li> </ul>	<ul style="list-style-type: none"> <li>• Stepping Stones -Out sourcing</li> <li>• Playgroup Victoria</li> <li>• Direct school support (aide)</li> </ul>	<ul style="list-style-type: none"> <li>• Stepping Stones</li> <li>• Playgroup Victoria</li> <li>• Bethany</li> <li>• Maternal and Child Health</li> <li>• School staff / Admin support</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 2009</li> </ul>	<ul style="list-style-type: none"> <li>• All groups viable</li> <li>• Necessary policies and procedures in place by end of Term 2.</li> <li>• Increased connection with parents.</li> </ul>

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<b>Strategy 6: To enhance the implementation of teaching and learning programs which support, challenge and engage all students.</b>					
Introduce Student Mapping Tool to track students	<ul style="list-style-type: none"> <li>Tracking of students across a range of areas including student achievement / attendance</li> <li>Create a School Data Base based on Student Mapping Tool features</li> <li>Customise the tool where required to reflect specific school programs eg. Chaplaincy program</li> </ul>	<ul style="list-style-type: none"> <li>Assessment tools.</li> <li>Collation of results</li> <li>Ensure ILIP's (Individual Learning Plans) are in place for identified students</li> <li>Download software and upload student CASES data</li> <li>Additional information collated and incorporated into the tool</li> </ul>	<ul style="list-style-type: none"> <li>Technician</li> <li>Principal</li> <li>Leadership team</li> <li>Chaplain</li> <li>Welfare Co-ordinator</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>By end of Term 2 then on going</li> </ul>	<ul style="list-style-type: none"> <li>Student need tracked more comprehensively and programs accurately targeted and assigned.</li> <li>ILIPS in place for bottom 10% of students and top 10% of students.</li> </ul>
Planning of curriculum, through Professional Learning Teams (P-2/3; 3-6), to ensure that content and delivery accommodate individual differences in learning styles and learning needs.	<ul style="list-style-type: none"> <li>Teachers focusing on meeting needs of the individual student or small group. Teaching to 'point of need'.</li> <li>Strengthen PLT planning meetings</li> <li>Working with coaches</li> </ul>	<ul style="list-style-type: none"> <li>Unit meetings</li> <li>Timetabling where possible to maximise planning opportunities between teams or pairs.</li> <li>Planning days or half days each term where resources allow</li> <li>Reciprocal classroom visits with feedback.</li> <li>Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>PLT teams</li> <li>Curriculum co-ordinator</li> <li>Teaching and Learning Coaches.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly / Fortnightly / Term</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes in the Teacher Effectiveness and Stimulating Learning variables of <u>Student Attitudes to School Survey</u>.</li> <li>Teachers jointly planning to ensure that content and delivery accommodate individual differences in learning styles and student need.</li> <li>Goals reflected and aligned in Staff PRP documentation.</li> </ul>

**Key**

Yellow	2009 Term 1 targets
Green	2009 Term 2 targets
Blue	2009 Term 3 targets
White	2009 Term 4 targets