

Watsonia Heights Primary School No 4935

Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2008-2010)



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.	
		Jennifer Roach-Pierson 16 th March 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	
		Ann Rae 7 th March 2009

Strategic Intent

	Goals	Targets	One Year Targets
<u>Student Learning</u>	<p>To achieve further improvement of student learning outcomes at all levels(Prep-6) with a particular emphasis on Writing, Spelling and Speaking and Listening</p> <p>To enhance Teaching and Learning practices to maximise student achievement in Mathematics</p>	<p>By 2010 100% of Prep students will be reading at Level 1 with greater than 90% accuracy</p> <p>By 2010 95% of Prep students will be reading at Level 5 with greater than 90% accuracy</p> <p>By 2010 90% of Year 1 students will be reading at Level 15 with greater than 90% accuracy</p> <p>By 2010 100% of Year 2 students will be reading at Level 20 with greater than 90% accuracy</p> <p>By 2010 Year 3 NAPLAN Reading results are to increase by 0.2 (2.5 Mean)</p> <p>By 2010 Year 5 NAPLAN Reading results are to increase by 0.3 (3.5 Mean)</p> <p>By 2010 Year 3 NAPLAN Writing results are to increase by 0.2 (2.5 Mean)</p> <p>By 2010 Year 5 NAPLAN Writing results are to at least be maintained at the 3.5 Mean with results showing improvement</p> <p>By 2010 Year 3 NAPLAN Spelling results are to increase by 0.4 (2.5 Mean)</p> <p>By 2010 Year 5 NAPLAN Reading results are to increase by 0.3 (3.5 Mean)</p>	<p>100% of Prep students who are deemed capable will be reading at Level 1 with greater than 90% accuracy</p> <p>90% of Prep students who are deemed capable will be reading at Level 5 with greater than 90% accuracy</p> <p>90% of Year 1 students who are deemed capable will be reading at Level 15 with greater than 90% accuracy</p> <p>100% of Year 2 students who are deemed capable will be reading at Level 20 with greater than 90% accuracy</p> <p>To increase the Year 3 NAPLAN Reading result by 0.1(est. VELS equivalent scale)</p> <p>To increase the Year 5 NAPLAN Reading result by 0.2(est. VELS equivalent scale)</p> <p>To increase the Year 3 NAPLAN Writing result by 0.1(est. VELS equivalent scale)</p> <p>To improve the Year 5 NAPLAN Writing result</p> <p>To increase the Year 3 NAPLAN Spelling result by 0.2(est. VELS equivalent scale)</p> <p>To increase the Year 5 NAPLAN Spelling result by 0.2(est. VELS equivalent scale)</p> <p>To increase the Year 3 NAPLAN Grammar</p>

	<p>To achieve further improvement of student learning outcomes at all levels(Prep-6) in Numeracy</p>	<p>By 2010 Year 3 NAPLAN Grammar and Punctuation results are to increase by 0.3 (2.5 Mean) By 2010 Year 5 NAPLAN Grammar and Punctuation results are to increase by 0.2 (3.5 Mean) By 2010 in Speaking and Listening the aim is to decrease the % of students P-6 who are assessed below the expected VELs level (ie. Levels D and E) by 2%, down to 5%. By 2010 Year 3 NAPLAN Numeracy results to increase by 0.3 (2.5 Mean) By 2010 Year 5 NAPLAN Numeracy results to be maintained above the 3.5 Mean and with results showing improvement. By 2010 the aim is to decrease the % of students P-6 who are assessed below the expected VELs level in Numeracy by 2%, down to 5%</p> <p>Parent Opinion Survey scores for School Connectedness will be at least 6.1 by 2010 Parent opinion Survey scores for Reporting will be at least 5.7 By 2010 increase the school mean to 75% in Professional Growth on the Staff opinion Survey</p>	<p>and Punctuation result by 0.2(est. VELs equivalent scale) To increase the Year 5 NAPLAN Grammar and Punctuation result by 0.1(est. VELs equivalent scale) To increase Year 3 NAPLAN Reading and Writing school scaled mean score to be equal with or above state mean scaled score To increase Year 5 NAPLAN Reading and Writing school scaled mean score to be above state mean scaled score</p> <p>In Speaking and Listening decrease the % of students P-6 who are assessed below the expected VELs level (ie. Levels D and E) by at least 1% To increase the Year 3 NAPLAN Numeracy result by 0.2 The Year 5 NAPLAN Numeracy result to show improvement To increase the % of students at the expected levels in Numeracy across the school to 85% To increase to 30% the number of students above the expected level Numeracy across the school To increase the Year 3 and Year 5 NAPLAN Numeracy result to be above the state mean scaled score</p>
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<p><u>Student Engagement and Wellbeing</u></p>	<p>To promote learning through the fostering of Student Wellbeing and Engagement with a particular emphasis on</p> <ul style="list-style-type: none"> ✚ Classroom Behaviour ✚ 'You Can Do It' Program ✚ Student Leadership ✚ Stimulating Learning ✚ Student Safety <p>To develop a more collaborative approach for student well being across the school.</p> <p>To provide significant protective, environmental factors that foster resilience in students</p>	<p>By 2010 Year 5 and 6 Attitudes to School Survey scores for Stimulating Learning will be at least 4.3</p> <p>By 2010 the School Attitudes to School Survey Classroom Behaviour score will be improved to at least 2.8</p> <p>By 2010 the Staff Opinion Survey Class Misbehaviour score should improve (reducing scale) to be below the state mean</p> <p>By 2010 the Parent Opinion Survey Connectedness with Peer score should improve to 6</p> <p>By 2010 decrease the school mean for Student Absence to 12.8</p>	<p>Year 5 and 6 Attitudes to School Survey scores for Stimulating Learning will be at least 4.2</p> <p>The Student Attitude to School Survey Classroom Behaviour score should improve from 4.3 to at least 6</p> <p>The Staff Opinion Survey Class Misbehaviour score should improve from 14.3 to 12 (reducing scale)</p> <p>Decrease the school mean for Student Absence to 12.9</p>
<p><u>Student Pathways and Transition</u></p>	<p>To provide transition programs for each area of the school that will improve the educational opportunities of all students with particular emphasis on the internal transition point of Year 2 to Year 3, Prep Entry and Transition from Year 6 to Year 7</p>	<p>By 2010 the Parent Opinion Survey score should improve to 6</p> <p>By 2010 the Student Attitudes to School Survey School Connectedness score should improve to 4.5</p>	<p>The Parent Opinion Survey Transition score should improve to 5.8</p> <p>The Student Attitude to School Survey School Connectedness score should improve to 5.8</p> <p>Conduct an internal Year 3 survey on Year 2 to 3 Transition (parents and students) to establish a base line data base for the school</p> <p>Adequate information is collected for 90% of pre-Prep students to enable optimum placement, by 2008.</p> <p>Participation by students in secondary school transition programs.</p> <p>Prep teachers to have at least one meeting per year with local kindergarten teachers</p>

Implementation

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>Develop a shared vision and goals statement for expectations of students in English inline with VELs.</p> <p>Develop a whole school approach to teaching Spelling, Writing, Speaking and Listening</p> <p>Enhance the literacy teaching practices of all staff</p>	<p>Implementation of a scope and sequence chart for Spelling (P-6)</p> <p>Whole school assessment schedule in English ensuring that teachers are familiar with and using the most effective ways of assessing student performance</p> <p>Provide targeted Professional Development-internal collegiate support and external professional learning</p>	<p>English Continuum Committee supported through: -fortnightly meeting schedule, such as Curriculum and Level Team Meetings</p> <p>Professional development budget to provide for all staff learning/time -staff meetings and team level meetings -Curriculum Day for whole staff in Spelling -Workshops for</p>	<p>English Continuum Team (Catherine, Jennie, Mary, Ann)</p> <p>All staff Level Teams (Prep-2, 3-6)</p> <p>Professional Development group All staff</p> <p>All staff</p>	<p>Spelling Implementation Term 1 and ongoing</p> <p>Assessment schedule refined by end of Term 1</p> <p>Ongoing</p> <p>Meetings once a term</p>	<p>Whole school approach to Spelling and Writing implemented and operational</p> <p>A common professional language has been developed around effective Spelling/ Writing practice</p> <p>Common professional language being used by staff in literacy teaching practice</p> <p>Formal assessment tasks are embedded teaching in strands / units of work</p>

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Review and consolidate a whole school approach to teaching Numeracy	Analyse and evaluate the Numeracy curriculum to ensure a coherence between year and VELs levels Implementation of a whole school Numeracy continuum to ensure staff are effectively teaching the strategies that best match the learning needs of students	staff and students Involvement in Mini-cluster with other schools Professional development budget to provide for all staff learning/time -staff meetings and team level meetings	All staff Leadership Team Team Leaders All staff	Term 1 Ongoing Weekly Team Meetings	Whole school Scope and Sequence in Numeracy consolidated/published A common professional language has been developed around effective Numeracy practice

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<p>To improve the level of ICT capabilities of staff To develop the knowledge and skills in readiness required for the effective use of the Ultranet.</p> <p>To increase the level of ICT being integrated into student learning to increase the level of student engagement</p> <p>Explore new and innovative applications of ICT, with a focus on Interactive Whiteboards(IWB)</p> <p>Improve the existng ICT infrastructure to support new digital initiatives and best educational practice</p>	<p>All staff complete the e-potential survey. Identify ICT skills for all staff</p>	<p>Time allocation for staff to complete survey at nominated time</p>	<p>Jennie Pierson (ICT Leader)</p>	<p>Term 1 (Survey) Capabilities identified</p>	<p>Completion of the on-line e-potential capabilities survey by all staff. Have all staff ICT trained to achieve acceptable capability levels Have 90% of all staff ICT trained to achieve acceptable capability levels 100% of staff use Notebooks daily A register kept of professional learning completed by staff in ICT</p> <p>An ICT and learning and teaching goal to be included in all the teachers performance plan.</p> <p>A school based plan for Ultranet implementation developed in light of staff learning completed</p> <p>Publication and sharing of units of work which incorporate ICT. Units of work displayed on school Intranet.</p> <p>Upgrade of PC's in Computer Lab and classrooms. Installation of Interactive Whiteboards in classrooms</p>
	<p>Further development of Professional</p>	<p>Professional Development weekly sessions on Wednesday mornings for staff</p>	<p>Jennie Pierson</p>	<p>Term 2 – Term 3 (Wednesday 8am)</p>	
	<p>Professional learning activities for staff related to the development of a school based strategy on quality learning and teaching and on how ICT can be used to support and enhance learning</p>	<p>Timetabling of classes into the Computer Lab</p>	<p>Jennie Pierson (ICT Leader)</p>	<p>Terms 1-4</p>	
	<p>Organise staff sessions so integrates units of work can be further developed which incorporate ICT</p>	<p>Meetings of teams and publication of units on the school network</p>	<p>Teams</p>	<p>Term 4 2007 Term 1-4</p>	
	<p>Establish register to record attendance and learning related to</p>	<p>Budget to provide for Interactive Whiteboards and upgrade of PC's</p>	<p>Jennie Pierson Management Team</p>	<p>Term 2 Ongoing</p>	
<p>Purchase of 3 Interactive Whiteboards for classrooms</p>	<p>Professional Development on whiteboard use</p>	<p>Jennie</p>	<p>Term 2</p>		
			<p>All staff</p>	<p>Ongoing</p>	

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		ICT Budget	Jennie/TSSP	Term 1 Ongoing	Student Attitude to School Survey Stimulating Learning will be 3.6.
Program for Students with Disabilities	The use of intervention support for students with disabilities or students deemed 'at risk'. such as : - Individual Learning Plans (ILP) -PSG meetings -meetings with other school settings (for dual placement students) -meetings with relevant agencies	\$ 45,000 (approx) to employ 0.8 EFT Integration aides	Principal Classroom teachers of students Integration aides (Debbie, Robyn)	Ongoing	Students are funded through the Program for Students with Disabilities will achieve the goals of their Individual Learning Plans. Teaching practice is guided by student's Individual Learning Plans
To develop a school wide approach to the teaching of social skills To provide significant protective, environmental factors that foster resilience in students	Audit of "You Can Do It" social skills program Weekly student awards based on YCDI foundations Skill staff and parents in dealing with children's social and emotional resilience	Purchase of additional "You Can Do It" program material & resources Timetabled sessions in all classrooms Weekly newsletter	YCDI Coordinator Ailsa Jennie All teachers, students &	Ongoing Term 1 Ongoing Ongoing Weekly	Weekly programs reflect the integration of YCDI program Student data will indicate improved levels of motivation to learn, safety and connectedness to school

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<p>Review of the whole school discipline framework based on the school values and purpose</p> <p>Develop a consistent approach to Student Management/ across the school</p> <p>Use data to monitor individual student attendance</p>	<p>Invest in Parent Information on developing Resilience (Michael Grose 'Parenting Ideas')</p> <p>Student Leadership Program extended to promote leadership and positive role models by students(School, House and JSC)</p> <p>Review school rules, consequences, behaviours and school values</p> <p>Development of a new student Code of Conduct based on school values</p> <p>Review the Student Behaviour Management Plan and rewrite</p> <p>Each term acknowledge attendance for year levels,</p>	<p>Professional Development for staff</p> <p>-'How to Deal with Difficult Parents' day program by Michael Grose</p> <p>Time allocation to program</p> <p>Leadership Course</p> <p>Staff forum</p> <p>'Start Up' unit of work</p>	<p>parents</p> <p>All staff</p> <p>Term 1-4</p> <p>Term 4 (November)</p> <p>Jennie</p> <p>All teachers, students & parents</p> <p>Principal/Office</p> <p>All staff</p> <p>All staff</p> <p>Principal</p> <p>Staff</p>	<p>newsletter</p> <p>Term 1</p> <p>Coordinator</p> <p>Grade 5 students</p> <p>Term 1 for staff</p> <p>PD</p> <p>Ongoing</p> <p>Term 1</p> <p>Per Term</p>	<p>Implementation of a 'Community Grievance' Policy</p> <p>Students organise and run Monday Assemblies, Fun- raising events etc.</p> <p>All staff using the Code of Conduct through a whole school approach by end of 2007</p> <p>Whole school community aware of rules, consequences, values</p> <p>Code of Conduct display and sent home</p> <p>Improve the outcomes in terms of Class Behaviour, Teacher Effectiveness. Student Safety in Student Attitude to School Survey, Staff Opinion Survey and Parent</p>

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	<p>home groups and students Class teachers to follow up with parents on unsatisfactory attendance</p> <p>Comments on attendance in June and December reports</p>	<p>Time</p> <p>Student Budget Reports</p>	<p>Staff</p>	<p>Daily monitoring Ongoing</p> <p>June/December</p>	<p>Opinion Survey (as stated in Strategic Intent)</p> <p>Improved Student Attendance records</p> <p>June/December reports to parents to include student absence data from CASES 21</p>