

Banyule Primary School

4746

Annual Implementation Plan 2009

Based on Strategic Plan 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.	✓
		Ursula Wilks Endorsed by school council on 3/12/08
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	
		Ursula Wilks

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	That the school improve student learning outcomes in English and Mathematics with a particular emphasis on Writing	<p>Teacher Judgments against the VELs – Number B scores in Prep improve from 18% in 2007 to at least 25% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Prep improve from 14% in 2007 to at least 25% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 2 improve from 0% in 2007 to at least 20% by 2012</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 6 improve from 17% in 2007 to at least 25% by 2012</p> <p>Attitude to School Teacher Effectiveness scores in Years 5/6 improve from 4.09 to at least 4.26 by 2012</p>	<p>Teacher Judgments against the VELs – Number B scores in Prep improve from 18% in 2007 to at least 20% by 2009</p> <p>Teacher Judgments against the VELs – Writing B scores in Prep improve from 14% in 2007 to at least 17% by 2009</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 2 improve from 0% in 2007 to at least 5% by 2009</p> <p>Teacher Judgments against the VELs – Writing B scores in Year 6 improve from 17% in 2007 to at least 19% by 2009</p> <p>Attitude to School Teacher Effectiveness scores in Years 5/6 improve from 4.09 to at least 4.12 by 2009</p>

<p>Student Engagement and Wellbeing</p>	<p>That the school improve its student outcomes in Wellbeing and Engagement with a particular emphasis on Student Resilience</p>	<p>The Attitude to School Survey Student Morale score improve from 5.11 to at least 5.5 by 2012</p> <p>The Attitude to School Survey Stimulating Learning score improve from 3.56 to at least 3.96 by 2012</p> <p>The Parent Opinion Survey Extra-Curricular score improve from 4.51 to at least 5.1 by 2012</p> <p>The Staff Opinion Survey Effective Discipline Policy score improve from 72.8 to at least 80.0 by 2012</p>	<p>The Attitude to School Survey Student Morale score improve from 5.11 to at least 5.2 by 2009</p> <p>The Attitude to School Survey Stimulating Learning score improve from 3.56 to at least 3.66 by 2009</p> <p>The Parent Opinion Survey Extra-Curricular score improve from 4.51 to at least 4.6 by 2009</p> <p>The Staff Opinion Survey Effective Discipline Policy score improve from 72.8 to at least 74.0 by 2009</p>
<p>Student Pathways and Transitions</p>	<p>That the school continue to improve student transition outcomes with a particular emphasis on the middle school transition point.</p>	<p>The Parent Opinion Survey Transition score improve from 5.66 in 2007 to at least 6.0 by 2012</p> <p>The Attitudes to Schools School Connectedness score improve from 4.01 in 2007 to at least 4.3 by 2012</p>	<p>The Parent Opinion Survey Transition score improve from 5.66 in 2007 to at least 5.7 by 2009</p> <p>The Attitudes to Schools School Connectedness score improve from 4.01 in 2007 to at least 4.08 by 2009</p>

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
<p>Student Learning</p> <p>Consider exemplar models of pedagogy from comparable schools for inclusion in school practice</p> <p>Consider, evaluate and implement processes designed to improve the teaching of Writing</p> <p>Consider, evaluate and implement processes designed to provide consistency in teacher judgments, assessment and moderation.</p>	<p>Provide professional development in line with the E5 Framework for Purposeful Teaching – An Instructional Model</p> <p>Provide PD for staff focusing on specific writing strategies</p> <p>Establish networks with neighbouring schools with particular emphasis on assessment (including moderation of student work)</p>	<p>PD to introduce and become familiar with E-5 model</p> <p>Staff with expertise to facilitate PD sessions</p> <p>AP Network to establish and facilitate mini-networks</p>	<p>PD /Curriculum Coordinators</p> <p>Sue Kelly and Masha Isaac to lead PD</p> <p>AP and Team Leaders</p>	<p>Term 1, 2009</p> <p>Term 1, 2009</p> <p>Term one 2009 then each term</p>	<p>Teachers have a clear understanding of the E-5 framework and have audited their practice in line with this framework</p> <p>Teachers are confidently employing writing strategies that directly influence improved student learning</p> <p>Improved moderation of student work resulting in more accurate teacher judgements</p>

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Student Learning cont...	<p>Develop an effective 'Classroom Observation' program for the sharing of knowledge and skills.</p> <p>Review assessment and reporting practices. (with emphasis on tracking individual student progress)</p> <p>Review time allocations and structuring of the curriculum to ensure maximum responsiveness and flexibility in meeting student needs.</p>	<p>Peer Observation guidelines to be established with support for teachers to visit classrooms and neighbouring schools</p> <p>Review student achievement data and establish an assessment schedule P-6 including the tracking of individual students and cohorts</p> <p>Teachers to establish timetables showing an emphasis on literacy and numeracy</p>	<p>PAG to establish guidelines AP to provide support</p> <p>PAG and A&R Coordinator for data analysis</p> <p>Team leaders for tracking cohorts and individual students</p> <p>All teachers to establish timetables and area coordinators to monitor</p>	<p>Term one 2009. Peer then observations each term</p> <p>Term one for data analysis and term 2 for the development of assessment schedule. Tracking of cohorts or individual students to be addressed regularly in team meetings</p> <p>Establish timetables in term 1, then reviewed every term.</p>	<p>Teachers have visited each other's classrooms and neighbouring schools for the purpose of sharing best practice and improving writing outcomes for students</p> <p>ILPs are in place for all students who are achieving above or below the expected VELs levels</p> <p>A P-6 assessment schedule is used by all teachers and is continuously discussed at area meetings</p> <p>Student progress is discussed regularly at team meetings</p> <p>Teachers have devoted dedicated daily blocks of time for the teaching of literacy and numeracy</p>

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Student Learning cont...	<p>Investigate ways of addressing PoLT on a regular basis for the purpose of review and implementation</p> <p>Establish English and Maths Leaders to ensure curriculum planning, assessment practices and teacher practice is effective and innovative.</p> <p>Support learning programs for D&I students</p>	<p>Ensure PoLT is regularly scheduled for staff PD sessions. Assign a PoLT facilitator</p> <p>Allocate leaders when establishing 2009 roles and responsibilities</p> <p>Employ two integration aides: Equity funding of \$41,321.60 to contribute toward their salary. Aides to be located with D&I students</p>	<p>Curriculum coordinator and PoLT facilitator to organises PD sessions</p> <p>PAG team to establish in consultation with interested staff</p> <p>Principal to oversee Integration Aide employment and program. Class teachers to organise programs</p>	<p>Establish PD schedule in term 1. PoLT to be included every term</p> <p>Term 1 and then on-going</p> <p>On-going over school year</p>	<p>Teachers are regularly implementing and sharing PoLT related activities. Students are engaged and motivated with their learning</p> <p>All staff are effectively delivering and assessing maths and English programs</p> <p>All D&I students have received adequate support for their learning needs</p>

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<p>Student engagement and well-being Investigate, evaluate and implement strategies designed to improve student attendance and engagement</p> <p>Investigate, evaluate and implement strategies designed to improve staff capacity to analyse and interpret data</p>	<p>Consult with the community to revise the school's purpose and values</p> <p>Staff to analyse the Attitude to School survey to see where improvements can be made. Children to be included in this process</p> <p>Continue emphasis on improving attendance figures.</p>	<p>Staff PD on establishing values followed by student and community input</p> <p>Team meeting to discuss data and establish action</p> <p>Newsletter articles informing parents of benefits of attending regularly Teachers to provide engaging programs encouraging students to attend school</p>	<p>AP to facilitate PD for staff and initiate feedback from community Staff to seek student feedback.</p> <p>5/6 Team</p> <p>Principal to write newsletter articles</p> <p>Staff to monitor lateness and absences</p> <p>Class teachers to plan engaging activities</p>	<p>Term 1, 2009</p> <p>Begin in 2008 and continue into 2009</p> <p>Term1 then on-going</p>	<p>Parents, students and teachers have agreed upon a revised set of values which have become the foundation for expectations, behaviour and achievement</p> <p>Staff and 5/6 students have all participated in the analysis and discussion of survey results which has lead to the development of actions designed to improve:</p> <ul style="list-style-type: none"> • Student engagement • Student attendance and • Student achievement <p>Improved student attendance and decrease in lateness</p> <p>Teachers are delivering engaging programs in all classrooms</p>

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Student Engagement and Well-being cont...	<p>Continue to provide professional development to improve staff capacity to analyse data especially the Attitudes to School Survey data.</p> <p>Continue to develop the current Welfare and Discipline Program so that it is embedded into school practice</p> <p>Investigate ways in which the school can be involved with 'Sustainability' in the view of engaging students in relevant and significant issues such as waste, energy and water conservation and biodiversity.</p>	<p>PD sessions for all staff focusing on analysing data to identify cohorts and individual needs</p> <p>Review existing practice to amend if necessary and inform new staff of processes</p> <p>Sustainability PD for staff to establish a direction Inclusion of Sustainability in curriculum planning</p>	<p>Principal to lead PD sessions All staff to participate in data analysis</p> <p>Principal and AP to facilitate PD session for staff</p> <p>Curriculum and PD coordinators to facilitate PD sessions and initiate curriculum planning</p>	<p>Term 1, 2009 and then on-going</p> <p>Term 1, then on-going</p> <p>Term 1, then on-going</p>	<p>All staff have identified individual and cohort needs and have implemented strategies and monitored progress to address these needs</p> <p>Consistent approach to student welfare and discipline</p> <p>Improved student engagement as children become involved with sustainability programs</p>

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<p>Student Pathways and Transition</p> <p>Consider, evaluate and implement exemplar transition programs designed for transition from Years 3/4 to Years 5/6.</p>	<p>Continue the highly effective Year 6 and Prep transition programs.</p> <p>All staff to participate in the general Information Evening in semester one each year</p> <p>Develop a transition program that is school wide and includes all year levels.</p> <p>Allocate resources necessary to support the transition program</p> <p>Evaluate and revise all areas of the transition program to ensure the program is relevant and effective</p>	<p>Complete a PMI on the existing transition programs and make adjustments if necessary</p> <p>Provide the necessary resources to ensure the transition program is effective</p>	<p>Lower and Upper school team leaders to lead the evaluation and all staff to implement whole school transition program</p> <p>AP to include a program budget for Transition</p>	<p>Term 1, 2009 for the evaluation and allocation of budget</p> <p>Term 4 for the implementation of a school wide transition program</p>	<p>Whole staff have had input into developing, documenting and implementing a school-wide transition program</p> <p>Effective transition program in 2009</p> <p>Positive feedback from parents and students regarding the effectiveness of the transition program</p>