

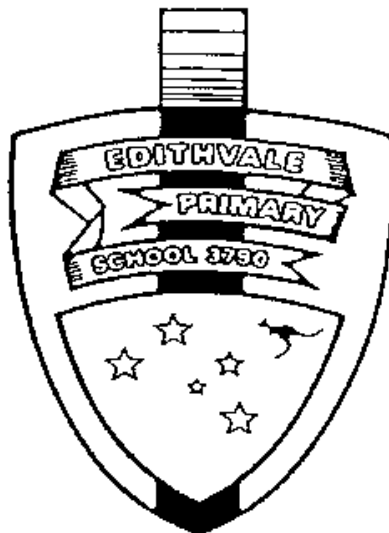
# EDITHVALE PRIMARY SCHOOL

## No 3790

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## Annual Implementation Plan 2008

Based on Strategic Plan for 2006 - 2009



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<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.	✓
		Mrs Denise Webster March 18 <sup>th</sup> 2008
<b>Endorsement by Regional Director (or nominee)</b>	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	✓
		Mr Bob Stephens May 1 2008

## Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	<p>To improve student achievement in English and Mathematics across all year levels.</p> <p>To embed technology across the curriculum</p>	<ul style="list-style-type: none"> <li>•Reduce the percentage of students below expected standard in Mathematics and English</li> <li>•Increase the percentage of students above expected level in Mathematics and English</li> <li>•Improve teacher and student results on Principles of Learning and Teaching (PoLT) for Principle 6 – “Learning connects strongly with communities and practice beyond the classroom – uses technology in ways that reflect professional and community practices.”</li> </ul>	<ul style="list-style-type: none"> <li>- Improve AIM / National benchmark data in Years 3 and 5 in Number and Writing</li> <li>- All teachers are confident in using student performance data to inform their teaching</li> <li>An increase in the “school climate” variable which includes Learning Focus and Stimulating Learning in Parent Opinion and Student Attitudes to School survey variables of “Stimulating Learning, Learning Confidence and Teacher Empathy “ for 2008.</li> <li>- The repertoire of teaching practices in maths and writing has increased by end of term 3</li> <li>New curriculum planner incorporating E5 utilised by all teams</li> <li>Continued optimum use of ICT Centre</li> <li>Published Skills Matrix which is used by classroom teachers and used when planning</li> <li>Improved level of teacher confidence in the use of ICT across the curriculum</li> <li>Improvement in staff opinion variables of appraisal and recognition, professional growth and professional interaction</li> <li>All teachers have received regular feedback from learning partners after peer observation.</li> <li>The repertoire of teaching practices has increased by end of Term 3</li> <li>Implement POLT for Level 3 teachers</li> </ul>

<b>Student Engagement and Wellbeing</b>	<ul style="list-style-type: none"> <li>•To improve the perception of student safety, particularly in Years 5 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>•Improve the Years 5 and 6 results on the “Attitude to Schools Survey” in relation to feeling safe.</li> <li>•Improve parent satisfaction with the variable School Climate and Student Behaviour.</li> <li>•Improve the Year 4 results on the “Feelings Clip-on” in relation to feeling safe.</li> </ul>	<p>Improvement in Student Attitude survey variables of:</p> <ul style="list-style-type: none"> <li>• School connectedness</li> <li>• Connectedness to peers</li> <li>• Student safety</li> <li>• Class behaviour</li> </ul> <p>Reduction in the behaviour incidents in the yard.</p>
<b>Student Pathways and Transitions</b>	<p>To improve the transition of students between year levels.</p>	<ul style="list-style-type: none"> <li>•Improve staff results on the Organisational Health Survey.</li> <li>•Maintain or improve the student attendance rates</li> <li>•Improve teacher and student results on PoLT Principle 1 – “The learning environment is supportive and productive - builds positive relationships through knowing and valuing each student”</li> </ul>	<p>Improvement in Parent Opinion Survey <i>Transition</i> variable</p> <p>Whole school transition sessions have occurred regularly as per planned schedule</p> <p>Improvement in Student Attitude to School variable in Student Morale, Student Distress and Connectedness to Peers.</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><b>Improve the learning environment at Edithvale Primary School</b></p>	<p><b>Build Teacher Capacity</b></p> <ul style="list-style-type: none"> <li>- introduce the E5 instructional model</li> <li>- Increase pedagogical knowledge and skills in the teaching of mathematics</li> <li>- Increase pedagogical knowledge and skills in the teaching of oral language with a link to building the writing capacity of students.</li> </ul>	<p>Staff and Area meeting PD</p> <p>Spread staff expertise in number and writing across all levels of the school Ensure one hour of Mathematics teaching per day in all classrooms Examine school Aim Maths data to inform teachers of the gaps in student knowledge</p> <p>Utilise consultancy expertise to up-skill staff in both number and maths</p> <p>Use the network AIM data to determine high performing school in maths. Send teams to investigate teaching and learning practices in these schools</p> <p>Utilise consultancy expertise (Lyn Watts) to build teacher capacity to focus on strategies for improving student learning in literacy</p>	<p>Principal Class</p> <p>Principal Class</p> <p>Teaching and Learning Manager and Area teams</p> <p>Teaching and Learning team</p> <p>Leadership team</p>	<p>End Term 2 2008</p> <p>End of term 1 2008</p> <p>End of term 1 2008</p> <p>End of term 4 2008</p> <p>Commenced by end term 1 2008</p> <p>On-going</p>	<p>New curriculum planner incorporating E5 utilised by all teams</p> <p>Improve AIM / National benchmark data in Years 3 and 5 in Number and Writing</p> <p>All teachers are confident in using student performance data to inform their teaching</p> <p>An increase in the "school climate" variable which includes Learning Focus and Stimulating Learning in Parent Opinion and Student Attitudes to School survey variables of "Stimulating Learning, Learning Confidence and Teacher Empathy" for 2008.</p> <p>The repertoire of teaching practices in maths, oral language and writing has increased by end of term 3 and is reflected in teachers' planners.</p>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> the activities and programs required to progress the key improvement strategies	<b>How</b> the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<b>Improve the learning environment at Edithvale Primary School</b>	<p><b>Build VELS cross curricula knowledge and skills</b> - through Inquiry learning</p> <p>-continuing to embed ICT</p> <p><b>Enhance the recently accredited P &amp; D Culture program</b> - Refine Induction Program - Continue with whole school peer observation and feedback sessions</p> <p>- Implement Cross School Visitation</p>	<p>Formation of Inquiry based learning PLT. In-house PD on Inquiry based learning</p> <p>Continue with an ICT coordinator</p> <p>Implement ICT 7 year sequential skills matrix Undertake ePotential survey with all staff Specialised PD to address gaps in staff skills required to implement matrix</p> <p>Team to improve induction documentation and practices</p> <p>Continue with learning partners to provide feedback</p> <p>Whole school visitation of high performing schools in Maths</p>	<p>Leading teachers</p> <p>Teaching and Learning team Principal</p> <p>At least one peer coach</p> <p>Classroom teachers</p> <p>ICT coordinator and team</p> <p>Consultation Committee</p> <p>Teaching and Learning Team in consultation with Leadership team Area leaders</p>	<p>By end of term 1 2008</p> <p>Early term 1 2008</p> <p>Beg. Of 2008</p> <p>On-going from 2007</p> <p>Term 2 2008</p> <p>Term 2 2008</p> <p>As required</p> <p>By end of Term 2</p> <p>Commenced by end of Term 1</p>	<p>Improvement in staff opinion variables of appraisal and recognition, professional growth and professional interaction</p> <p>All teachers have received regular feedback from learning partners after peer observation.</p> <p>The repertoire of teaching practices in thinking curriculum and ICT has increased by end of Term 3 and is reflected in teachers' planners. Improvement in Attitude to Schools survey response for Stimulating Learning.</p>

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	<p>project</p> <p>- Shared and common understanding of POLT by all teachers</p>	<p>Area school visits to promote deeper learning of current best practice – Play Based learning, Inquiry learning</p> <p>In-house PD Professional reading</p> <p>Area planning, meetings and documentation produced</p> <p>Component mapping and student surveys trialled for all Level 3 teachers</p>	<p>PoLT trained Staff member</p> <p>Area teams</p> <p>PoLT trained Staff member</p>	<p>By end of Term 4</p> <p>By end of Term 4</p> <p>By end of Term 4</p>	<p>Implement PoLT for Level 3 teachers</p>
<p><b><i>To continue to improve Student Engagement, Wellbeing and safety</i></b></p>	<p>To review and retrain staff in the use of Restorative Justice Practices</p> <p>Develop a shared and common language between staff, students and school community in relation to school values and expectations.</p> <p>Increase feedback &amp; communication for parents about the school's values &amp; teaching &amp; learning practices</p>	<p>Expert In-house PD</p> <p>Continue to implement the Helen McGrath "Bounce Back" program incorporating values, optimism, resilience and anti-bullying</p>	<p>Student Wellbeing Manager</p> <p>Student Wellbeing team</p>	<p>Initial staff session by Term 2 2008</p> <p>Commenced by beg. March 2008</p>	<p>Improvement in Student Attitude survey variables of:</p> <ul style="list-style-type: none"> <li>• School connectedness</li> <li>• Connectedness to peers</li> <li>• Student safety</li> <li>• Class behaviour</li> </ul> <p>Reduction in behaviour incidents in the yard</p>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> the activities and programs required to progress the key improvement strategies	<b>How</b> the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<b><i>To improve the transition of students between year levels</i></b>	Pre-school Transition program  Across school program  Year 6 to 7 transition program	Prep teachers develop a series of visits to EPS by pre-schoolers Prep teachers liaise with Pre-school teachers  Review, improve and document procedures trialled in 2007. Develop a schedule for visits to other classrooms and grade levels  Liaise with local secondary colleges to develop valuable and viable transition program	Prep Transition coordinator  Transition coordinators Principal Class  Principal class via the Network and Year 6 teachers	By May 2008  By May 2008  By June 2008  By end of Term 2	Improvement in Parent Opinion survey <i>Transition</i> variable  Whole school transition sessions have occurred regularly as per planned schedule  Improvement in Student Attitude to School variable in Student Morale, Student Distress and Connectedness to Peers.

## Annual Implementation Plan Attachment – Ultranet 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><b>Develop a knowledge and readiness for the Ultranet designed to enhance educational assessment and management practice</b></p>	<ul style="list-style-type: none"> <li>➔ Ultranet related PD opportunities</li> <li>➔ Professional reading around use of Ultranet</li> <li>➔ Complete the e Potential and <i>tt Partners</i> readiness tool.</li> <li>➔ Participate in a school based professional learning team related to readiness for introduction of the Ultranet</li> <li>➔ Ensure all teachers are informed of readiness strategy implementation</li> <li>➔ Include an ICT and learning and teaching goal in every teacher's performance plan.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Work with the Ultranet Coach to implement strategies</li> <li>➔ Appoint an Ultranet Manager</li> <li>➔ Super Users trained</li> <li>➔ Super Users work with staff</li> </ul>	<ul style="list-style-type: none"> <li>➔ Ultranet Coach</li> <li>➔ Principals</li> <li>➔ Ultranet Manager</li> </ul>	<p>Throughout the whole school year</p>	<ul style="list-style-type: none"> <li>➔ Attendance and learning register derived from Ultranet professional development</li> <li>➔ Development of a researched and relevant school based plan for Ultranet implementation.</li> <li>➔ 100% completion of the e – Potential survey tool for all teaching staff</li> <li>➔ Professional learning activities related to ICT and learning and teaching</li> </ul>