

Edithvale Primary School

3790

Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2004-2009)

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.	
		Denise Webster /03/2009
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	[

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<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"> • Reduce the percentage of students below expected standard in Mathematics and English • Increase the percentage of students above expected level in Mathematics and English <p>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.”</p>	<p>- Improve NAPLAN data in Years 3 and 5 in Number and Writing.</p> <p>Year 3 Number from 2.3 to 2.5 Writing from 2.4 to 2.5</p> <p>Year 5 Number from 3.3 to 3.5 Writing from 3.4 to 3.5</p> <p>Improvement in the Parent Opinion Survey in the following variables:</p> <ul style="list-style-type: none"> • Stimulating Learning from 5.23 to 5.35 • Learning Focus from 5.01 to 5.15 <p>Improvement in the Student Attitude to School Survey in the following variables:</p> <ul style="list-style-type: none"> • Stimulating Learning from 3.85 to 3.95 • Teacher Effectiveness from 4.16 to 4.25 • Teacher Empathy from 4.16 to 4.25 <p>Improvement in Staff Opinion Survey in the following variables:</p> <ul style="list-style-type: none"> • Appraisal & Recognition from 3.7 to 3.9 • Professional Growth from 3.6 to 3.9 • Professional Interaction from 4.1 to 4.3 • Participative Decision Making from 3.9 to 4.2

<p>Student Engagement and Wellbeing</p>	<p>To improve the perception of student safety, particularly in Years 5 and 6.</p>	<ul style="list-style-type: none"> ● Improve the Years 5 and 6 results on the “Attitude to Schools Survey” in relation to feeling safe. ● Improve parent satisfaction with the variable School Climate and Student Behaviour. <p>Improve the Year 4 results on the “Feelings Clip-on” in relation to feeling safe.</p>	<p>Improvement in Student Attitude to School Survey in the following variables:</p> <ul style="list-style-type: none"> ● School Connectedness from 4.09 to 4.15 ● Connectedness to Peers from 4.08 to 4.15 ● Student Safety from 4.10 to 4.20
<p>Student Pathways and Transitions</p>	<p>To improve the transition of students between year levels.</p>	<ul style="list-style-type: none"> ● Improve staff results on the Organisational Health Survey. ● Maintain or improve the student attendance rates <p>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”</p>	<p>Improvement in the Parent Opinion Survey in the following variable</p> <ul style="list-style-type: none"> ● Transition from 5.43 to 5.50 <p>Improvement in the Student Attitude to School Survey in the following variables:</p> <ul style="list-style-type: none"> ● Student Morale from 5.51 to 5.6 ● Student Distress from 5.53 to 5.6 ● Connectedness to Peers from 4.08 to 4.15

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><i>Improve the learning environment at Edithvale Primary School</i></p>	<p>Increase pedagogical knowledge and skills in the teaching of mathematics</p>	<p>Spread staff expertise in mathematics across all levels of the school.</p> <p>Examine school data to inform teacher knowledge of gaps in student mathematical knowledge and skills.</p> <p>Use consultancy expertise and the teaching and learning coach to support the development of teacher expertise in the teaching of numeracy.</p> <p>Provision of PD through the introduction of twilight forums</p>	<p>Leadership team</p> <p>Leadership team and unit leaders</p> <p>Leadership team, Teaching and Learning coach, Lyn Watts</p> <p>Leadership team</p>	<p>Introduce at the beginning of the year.</p> <p>End of term 1 Ongoing</p> <p>Commencing term 1</p> <p>March – Andrea Hilbrick May – Michael Ymer</p>	<p>Implementation of VCAA online testing</p> <p>Development of individual student profiles and learning plans with a focus on numeracy.</p> <p>Improvement in the NAPLAN data in years 3 and 5 in Number</p> <p>All teachers are confident in using student 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 Effectiveness' for 2009.</p> <p>The repertoire of teaching practices in math is increased and is reflected in teachers' planners.</p> <p>Increase in the staff opinion variable of 'appraisal and recognition'.</p>

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	<p>Build VELS cross curricula knowledge and skills -through inquiry learning</p> <p>Continue to embed ICT</p> <p>Complete our year of Self Evaluation, Review and Planning</p>	<p>In house PD on Inquiry based learning Introduction of whole school planners. Development of focus group to oversee the implementation of IBL across all levels of the school</p> <p>Develop elearning plan Undertake ePotential survey for 2009 with all staff Specialised PD to address gaps in staff skills required to implement matrix</p> <p>Development of focus groups. Development of timeline and meeting structure that will assist in the completion of this process.</p>	<p>Leadership team, Unit leaders</p> <p>ICT/Ultranet team</p> <p>Leadership team</p>	<p>Term 1 2009</p> <p>Term 1</p> <p>Ongoing</p> <p>End of Semester 1</p>	<p>Increase in Student Attitude to School survey variable 'Learning Confidence' Improvement in staff opinion survey variables of 'professional growth' and 'professional interaction'.</p> <p>Improvement in Attitude to Schools survey response for Stimulating Learning. Improvement in staff opinion survey variable of 'professional growth'</p> <p>Successful completion of evaluation and review. Successful construction of the new strategic plan.</p>
<i>To continue to improve Student Engagement, Wellbeing and safety</i>	Increase feedback and communication for parents about the school's values and teaching and learning practices	<p>Create:</p> <ul style="list-style-type: none"> • community building leadership role and focus group • More opportunities for gather parent opinion and evaluation of school practices 	Leadership team, school council	End of term 1	Improvement in parent opinion survey 'General Satisfaction'

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	Review and improve Codes of Practice for the whole school community	<ul style="list-style-type: none"> Events timeline Regular meetings of Student Welfare and wellbeing team	Leadership team Student Welfare and Wellbeing team	End of Term 1	Establishment of whole school rules for behaviour Introduction of explicit teaching of values and rules Improvement in all variables on parent, student and staff surveys that relate to classroom behaviour and student safety. Reduction of behaviour incidents in the yard.
<i>To improve the transition of students between year levels</i>	Whole School Transition Program	Evaluate, Improve and document procedures trialled in 2008. Seek feedback from all stakeholders: parents, teachers and students	Leadership team Transition coordinators	Beginning of term 1, 2009	Improvement in: Parent survey: 'transition'. Student Attitude to School survey: Connectedness to School, Learning Confidence and Connectedness to Peers.