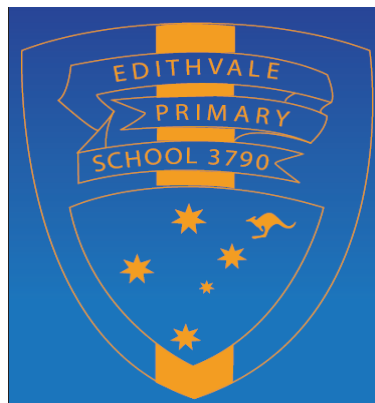


Annual Implementation Plan 2010 Edithvale Primary School 3790

Based on Strategic Plan developed for 2010-2013



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
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	✓
		Judi Gurvich

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<ul style="list-style-type: none"> To improve the student outcomes in Mathematics across the school To ensure that contemporary pedagogy is employed in classrooms by all teachers with an emphasis on the teaching of Mathematics 	<ul style="list-style-type: none"> By 2013, 75% of students in Year 3 to be performing at or above expected level in Number according to NAPLAN data. By 2013, 75% of students in Year 5 to be performing at or above expected level in Number according to NAPLAN data. 	<ul style="list-style-type: none"> In 2010 the % of Year 3 students achieving at or above expected level according to NAPLAN numeracy results will be 50%. In 2010 the % of Year 5 students achieving at or above expected level according to NAPLAN numeracy results will be 50%.
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To ensure that the school curriculum provision is stimulating and challenging To improve the parent/school, parent/teacher and teacher/student relationships across the school and to more strongly connect the parents to the school. 	<p>By 2013 the Student Attitude to School Survey will show improvement in the following:</p> <ul style="list-style-type: none"> Stimulating Learning variable from 3.85 (2008) to 4.0 or better <p>By 2013 the Parent Opinion survey will show improvement in the following:</p> <ul style="list-style-type: none"> General Satisfaction variable increase from 5.33 (2008) to 5.8 or better 	<ul style="list-style-type: none"> Student Attitudes to School Survey will show improvement in: <ul style="list-style-type: none"> ➤ Student Learning to 4.0 or better In the Parent opinion Survey improvement will be shown in the following: <ul style="list-style-type: none"> ➤ General Satisfaction to increase to 5.5
Student Pathways and Transition	<ul style="list-style-type: none"> To improve the transition of students at key points in their schooling –when they are new to the school and when they are moving into new levels. 	<p>By 2013 the Parent Opinion Survey will show improvement in the following:</p> <ul style="list-style-type: none"> Transitions variable will increase from 5.43 (2008) to 5.80 or better <p>By 2013 the Student Attitude to School Survey will show an improvement in the following:</p> <ul style="list-style-type: none"> School Connectedness variable will increase from 4.09 (2008) to 4.50 	<p>In the Parent Opinion Survey</p> <ul style="list-style-type: none"> ➤ the transition variable will increase to 5.6. <p>In the Student Attitude to School survey:</p> <ul style="list-style-type: none"> ➤ School Connectedness will increase to 4.3

Key Improvement Strategies and Significant Projects	What (Actions) The activities and programs required to progress the key improvement strategies	How (Resources) The budget, learning time, equipment, IT, 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
Student Learning Numeracy	Organisation: <ul style="list-style-type: none"> • Create position of numeracy coordinator • Regular whole school and professional learning team meetings are held where the focus is on improving Numeracy teaching and learning • Planning week scheduled each term to support effective planning and explicit teaching • Introduction of whole school approach and plan for mathematics. 	<p>Timetable – scheduled meetings/ common planning time</p> <p>Common annual, term and weekly planners introduced.</p>	<p>Assistant Principal</p> <p>Numeracy team</p> <p>Leadership team</p> <p>Whole staff</p>	<p>Jan 2010</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Numeracy coordinator appointed and Maths PLT established • Introduction of Maths Online assessment with Numeracy PLT and Years 3- 6. • A whole school numeracy program is established that integrates all mathematics dimensions, building mathematical knowledge and skills. • The school is organised to ensure there is the equivalent of 100 minutes per day of mathematics which is not subject to interruptions. • Consistent use of weekly e-planners by all teachers which show evidence of whole school approach to maths. E-5 evident in planning documents. • Improved numeracy outcomes in terms of Teacher Judgement and NAPLAN data
	Professional Development: <ul style="list-style-type: none"> • Whole school PD focusing on Numeracy. • Teaching and Learning Coach to continue in 2010. • Participation in National Partnerships Program • Integrate Ultranet into the school's core purpose and beliefs. • Incorporate ICT professional learning components in PRPs 	<p>Increase in PD budget</p> <p>Provision of time in PD structure</p>	<p>Leadership team</p> <p>Numeracy team</p>	<p>Ongoing</p> <p>Beginning term 1</p>	<ul style="list-style-type: none"> • Whole school PD on maths 'differentiation' in the classroom by Michael Ymer. • Staff demonstrating use of maths coaching ideas in classrooms. • All staff have a shared vision of how the Ultranet is linked to improving teaching and learning.

	<p>Intervention Program:</p> <ul style="list-style-type: none"> Effective intervention programs and extension are implemented to address students' needs 	<p>Provision of 0.6 teacher, to coordinate program.</p> <p>Allocation of teaching & aide time to support program.</p>	Assistant Principal	Introduced Feb. Ongoing	<ul style="list-style-type: none"> PSD program student focussed & appropriately staffed. ILPs reflect specific learning improvement goals for individual students Program "Achieve" support provided for all students with Special Learning needs either above or below expected level Program Achieve documented, packaged and PD presented to staff.
Student Engagement and Wellbeing	<ul style="list-style-type: none"> Development of SEWB Policy, Action plan and Staged Response Checklist <p>Leadership Capacity:</p> <ul style="list-style-type: none"> Leading Teacher SEWB Student focussed programs with emphasis on engagement & attendance Explicit teaching - Personal development/ values program <p>Parent Partnerships:</p> <ul style="list-style-type: none"> Provision of opportunities for parent participation & involvement in student learning and school events. Increase involvement of senior students in decision making. 	<p>As per DEECD guidelines</p> <p>Establish SWB team –regular fortnightly meetings Timetable teaching block for Values program</p> <p>Facilitation of parent forums, programs, opportunities for feedback.</p> <p>SRC elections Leadership training for students</p>	<p>SEWB & Leadership team</p> <p>Assistant Principal Program Achieve Co-ordinator</p> <p>Principal</p> <p>Assistant Principal SEWB team</p>	<p>Feb 2010</p> <p>Ongoing</p> <p>Throughout the year</p>	<ul style="list-style-type: none"> Policies and Plans ratified and published Clear classroom and behaviour management processes implemented Resource document developed of term lesson plans for Values program Improvement in Parent Opinion 'General Satisfaction' New student leadership selection processes, roles and responsibilities documented. Student leadership program for 2010 surveyed and evaluated.

<p>Student Pathways and Transition</p>	<p>The development of a whole school transition program:</p>	<p>Provide 4-6 sessions for new prep students to visit the school & be engaged in school activities</p> <p>Provide sessions/time for students to spend time in their new classroom at the end of the year.</p> <p>Develop a range of assessment tools to be given to new incoming students to assist in their transition</p> <p>Provide opportunities for parents to be informed of transition processes</p>	<p>Leadership team Transition coordinator Prep teachers</p> <p>All staff</p> <p>Transition coordinator & leadership team</p> <p>Leadership team</p>	<p>Evaluate existing program term 1, 2010</p> <p>Program to run Prep: terms 3 & 4</p> <p>Whole school: term 4</p> <p>Term 1</p> <p>Term 3 & 4</p>	<ul style="list-style-type: none"> • During transition week in term 4 ensure all students are actively involved in classroom transition activities with their new teachers. • Time organised for handover of individual student information from year to year. • All teachers develop an understanding of the learning needs of their students prior to the commencement of the school year and demonstrated during initial PRP discussion. • Facilitation of parent information sessions • Improvement in parent and student survey data
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