

Annual Implementation Plan 2010 Gladstone Park Primary School 5007

Based on Strategic Plan developed for 2008 - 2011



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.	✓
		Tony Malgioglio 22 nd March 2010
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	<input type="text" value="[Insert Tick Here]"/>
		John Nelson <input type="text" value="[Insert Date]"/>

Strategic Intent

	Goals	Targets	One Year Targets
<i>Student Learning</i>	<p>To enhance student learning across all curriculum domains.</p> <p>To improve student achievement in English and Mathematics.</p> <p>To introduce and implement Developmental Curriculum at levels P-2.</p> <p>Implement a whole school assessment/reporting schedule.</p> <p>To improve and promote environmentally sustainable practice.</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> 90% of students performing at or above expected level in English and Mathematics 85% of students performing at or above expected level according to National literacy and numeracy benchmark data <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> Learning Confidence – score in 3rd Quartile <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> Learning Environment – 84 <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> Learning Focus - 5.8 Stimulating Learning - 6.0 <p>Establish benchmark data for assessment in Literacy and Numeracy</p>	<ul style="list-style-type: none"> Improved NAPLAN and VELS outcomes for all students To increase and sustain the proportion of students assessed as being at, or above the expected level in English and Mathematics in the School Level Report – against the VELS and AIM/NAPLAN (where applicable). For AIM/NAPLAN data to indicate value added learning for students at Years 3 through to 5. Improved of students at or above the expected level by 0.2 in reading and writing. Increased teacher proficiency in interpretation of Progression Points through making ‘consistent judgements’. Implementation of consistent assessment practice across the school.
<i>Student Engagement and Wellbeing</i>	<p>To reduce student absences across the school.</p> <p>To support students to become capable,</p>	<p>To reduce student absences to less than 12 days a year.</p>	<ul style="list-style-type: none"> To reduce student absences at all levels in the school by 2 days per year.

	<p>confident and creative learners.</p> <p>To maintain excellent student behaviour and high level engagement</p> <p>To improve student safety and well-being</p>	<p>Engagement and Connectedness</p> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Student motivation – 80 • Student Decision-making – 69 <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Student Motivation – 6.0 • School Connectedness – 6.0 <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Classroom Behaviour – 3.5 <p>Safety and Well-being</p> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Student Safety – 5.9 <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Student Distress – 5.9 • Student Safety – 4.5 • Student Morale – 6.0 	<ul style="list-style-type: none"> • Maintain and/or raise the percentage ranks achieved in the Annual Student Attitudes to School Survey, particularly in the area of <i>Student Relationships</i>.
<p><i>Student Pathways and Transitions</i></p>	<p>To improve student transition and learning opportunities from home/pre-school to school and from primary to secondary school.</p> <p>To improve documentation transition/induction procedures for students transferring in from other schools and/or settings.</p>	<p>Transitions</p> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Transitions – 6.5 <p>The proportion of parents reporting satisfaction with the Prep and Year 7 transition programs to be 90% or above</p> <p>Student absence</p> <ul style="list-style-type: none"> • To reduce average Prep absence by 3 days per student 	<ul style="list-style-type: none"> • Maintain and/or raise the percentage ranks achieved in the Parent Opinion Survey, particularly in the area of <i>Transitions</i>.

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><u>Student Learning:</u></p> <p><i>Improve the sequence and overall coherence of curriculum across the school</i></p>	<ul style="list-style-type: none"> • Introduce the E5 teaching model to staff. • Embed the E5 Instructional Model within curriculum planning and practices • Analyse curriculum to ensure coherence between year levels and VELs levels. • Implementation of revised English, Mathematics, ICT and Integrated Inquiry policies. 	<ul style="list-style-type: none"> • Staff PD • Curriculum Audits • Continue to refine whole school curriculum planning documents and practices ensuring they are VELs inclusive. 	<ul style="list-style-type: none"> • Leadership Team • PLTs and School improvement team • PLTs 	<ul style="list-style-type: none"> • Term 1 • Term 2&3 • Ongoing 	<ul style="list-style-type: none"> • Improved outcomes in terms of the <i>Teacher Effectiveness</i> variable in the Student Attitudes to School survey – indicated greater consistency of effective teaching throughout the school. • Produce year and term curriculum planners and summaries which provide a consistent framework for planning across all year levels. • Publication of all documentation on school intranet resulting in less variability in curriculum content between classrooms.
<p><i>Improve Student Achievement in English</i></p>	<ul style="list-style-type: none"> • Literacy to be the curriculum priority in 2010, with a focus on the three dimensions of English. • Provision of a targeted Literacy Support / language program • Review of English policy. 	<ul style="list-style-type: none"> • Establishment of <i>Reading, Writing and Speaking & Listening</i> curriculum teams • Additional staff allocation in Budget • Teacher professional learning. 	<ul style="list-style-type: none"> • Learning Leaders • Curriculum Coordinator • Assistant Prin • Principal • Assistant Principal • Support Staff • ESL teacher • Integration staff • Locally-employed Speech Pathologist-Cathy Conte 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Improved literacy outcomes in terms of Teacher Judgement and NAPLAN data. • A common professional language has been developed among staff around effective Literacy teaching practice and an expectation that all teachers will implement best practice. • Development of a revised English policy which is implemented by all staff and which provides consistency.

<p><i>Improve Student Achievement in Mathematics</i></p>	<ul style="list-style-type: none"> • Implement whole school numeracy plan, including mathematics continua to ensure that staff are selecting teaching strategies that best match the learning needs and the current developmental stage of students. • Continue to adopt Nelson Maths Program. 	<ul style="list-style-type: none"> • Establishment of a Numeracy reference group. • Teacher professional learning 	<ul style="list-style-type: none"> • Mathematics Learning Leader • Mathematics Reference team • Area teams 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Improved numeracy outcomes in terms of Teacher Judgement and NAPLAN data. • A common professional language has been developed among staff around effective numeracy teaching practice, which allows for effective and positive exchange between teaching staff. - An expectation that all teachers will implement best practice • A whole-school numeracy plan has been developed and implemented by all staff
<p><i>Achievement Improvement Zones (AIZ) project</i></p>	<p>Participation in the AIZ project to improve teaching and learning practices through:</p> <ul style="list-style-type: none"> • establishing the pre-conditions for learning • using data to inform teaching practice • establishing a school improvement team, professional learning teams and models of teacher observation • using high reliability literacy/numeracy strategies • developing whole school literacy/ numeracy plans 	<p>Principal leads the educational change agenda in the school</p> <p>Professional learning sessions for:</p> <ul style="list-style-type: none"> • learning leaders • leaders, professional learning teams • data manager • school improvement team • principals and leaders <p>Allocation of school time to support whole school implementation, including school improvement team</p>	<p>Principal and assistant principal</p> <p>School improvement team</p> <p>Learning leaders</p> <p>Leaders, professional learning teams</p> <p>Data manager</p> <p>Network</p> <p>Regional network leader</p>	<p>Refer to AIZ and regional professional learning schedule</p>	<ul style="list-style-type: none"> • AIZ strategies included in teacher and Principal Class performance plans • Document structures and protocols • Process and timetables to support learning leaders to practice, demonstrate and coach in use of strategies • Consistency of teacher practice in use of high reliability literacy/numeracy strategies in all classrooms • Data used routinely to plan and monitor progress of the instructional program by all teachers and practice shared at PLTs • Principal coordination of and participation in teacher observation • Each teacher's classroom practice is observed at least four times throughout the year school

		<p>and teacher observation</p> <p>Use of a range of assessment tools, e.g. On-Demand testing, Assessment and Learning Partnerships (University of Melbourne)</p>	All teachers		
<p><i>Improve the consistency of teacher judgement by establishing a common approach to assessment, and enhance the use of assessment evidence to customise and improve student learning.</i></p>	<ul style="list-style-type: none"> • Implement assessment moderation, case discussion and student data analysis sessions in PLTs. • Ensure that teachers are familiar with the most effective methods of assessing student performance. • Embed the use of formative assessment (incl. student self assessment) and explicitly detail this in unit planning. • Investigate the ‘On-Demand Testing’ tool to support teacher judgement 	<ul style="list-style-type: none"> • Scheduled meetings. • Assessment and Reporting budget • Collection of assessment data • Review assessment tasks • Teacher professional learning 	<ul style="list-style-type: none"> • Area PLTs • School Improvement Team • Data Manager 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • There is an improved correlation between teacher judgement of student performance and external judgement of student performance, such as NAPLAN data. • Teachers setting high, but realistic expectations, challenging each student to reach his/her fullest potential • All teachers use rubrics with explicit criteria when assessing student work. • Assessment moderation sessions have been held twice a term- leading to greater consistency in teacher judgment. • Formative assessment tasks are embedded in unit plans- ensuring they are relevant and rich in task. • On Demand Testing tool being used by teachers to support their assessment.

<p><i>Create a Performance and Development Culture</i></p>	<ul style="list-style-type: none"> • Continue to build on practices that have the greatest potential for improving teaching and learning within the classroom. • Implement a school based Instructional Rounds model for teachers to observe and discuss quality practice, focussing on elements of the E5 	<ul style="list-style-type: none"> • Provide school based PD activities to support Performance and Development Culture. • Draw on the school's involvement in the AIZ3 to enhance teacher capacity. • Timetabled release each term for collegiate visits 	<ul style="list-style-type: none"> • Leadership Team • School Improvement Team • Professional Learning teams 	<ul style="list-style-type: none"> • Ongoing • Once a term 	<ul style="list-style-type: none"> • All staff to receive feedback in at least 3 forms • All staff have participated in at least 4 collegiate visits.
<p><i>Developmental Curriculum</i></p>	<p>Continue to implement a program based on the Developmental Curriculum philosophy</p>	<p>Full implementation of program in Prep and Year I and trial of program in Yr 2</p> <p>Provide trained teacher aide support during sessions</p> <p>Professional Learning with consultants</p>	<p>P-2 Area Team</p> <p>Area Manager</p> <p>Assistant Principal</p> <p>Consultants/Mentors:</p> <p><i>Kathy Walker</i></p> <p><i>Maree Mullin</i></p>	<p>On-going</p>	<ul style="list-style-type: none"> • Improved student learning outcomes, particularly in literacy and numeracy. • Planners reflect Developmental Curriculum principles • All teachers will follow the school attendance strategies and work together to improve attendance, particularly in P – 2. • Staff participation in school visits
<p><i>The Ultranet</i></p>	<ul style="list-style-type: none"> • Integrate Ultranet in school's core purpose and beliefs. • Develop clear and agreed expectations around quality curriculum planning and delivery linked to collaborative online development 	<p>Professional Learning with Ultranet Coach</p>	<p>Leadership Team</p> <p>All Teachers</p> <p>Utranet Coach</p>	<p>As per roll-out schedule.</p>	<ul style="list-style-type: none"> • All staff have a shared vision of how the Ultranet is linked to improving learning and teaching • All teachers regularly use the Ultranet to monitor student progress

<p><i>Equity Funding</i></p> <p><i>ESL (English as a Second Language)</i></p> <p><i>D & I Program (for students with disabilities and impairment)</i></p> <p><i>Student Family Occupation</i></p>	<p>Allocate equity funding effectively to ensure the best opportunities are provided for ESL, D & I and SFO students through engagement of appropriate personnel and effective deployment into support programs and organisation</p>	<p>Support ESL students through Developmental Curriculum, Language Devt, Bridges Program, Speech Pathology and Area Level literacy and numeracy support programs</p> <p>Provide D & I support for classroom programs and individual student needs</p> <p>SFO (Student Family Occupation) – provision of programs that support parents as well as students</p>	<p>SWC Co-ordinator</p> <p>Area Managers</p> <p>English & Maths Curric Co-ordinators</p> <p>Support staff</p> <p>Speech Pathologist</p> <p>Assistant Principal</p>	<p>On-going</p>	<p>Measurable improvement in student achievement</p>
<p><u>Student Engagement and Wellbeing:</u></p> <p><i>Continue to improve practices and procedures for managing student attendance.</i></p>	<ul style="list-style-type: none"> • Continue to set area targets of 90% for attendance • Continue to promote attendance through positive reward programs and other attendance awareness strategies 	<ul style="list-style-type: none"> • Staff and Area meetings • Include information about attendance in Parent Information Handbook, 	<ul style="list-style-type: none"> • Area teams • Assistant Principal • Staff • Welfare Committee • Class teachers • Principal 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Decrease in student absences

	<ul style="list-style-type: none"> • Articulate high expectations to all members of the school community • Review current protocols in relation to attendance and institute an agreed, consistent and clear school-wide approach to absence follow-up • Implement revised protocols 	<p>School Newsletter, etc</p> <ul style="list-style-type: none"> • Welfare committee • Staff and area meetings, parent information evenings, etc 	<ul style="list-style-type: none"> • Assistant Principal • Welfare committee • All staff 	<ul style="list-style-type: none"> • Term 1 	<ul style="list-style-type: none"> • Improved data on Student Attitudes (School Connectedness) and Parent Opinion survey.
<i>Implement the new Student Engagement Policy.</i>	<ul style="list-style-type: none"> • Ensure members of the School Community are informed about the new Student Engagement Policy. • Implement the new Student Engagement Policy 	<ul style="list-style-type: none"> • Ensure information is disseminated via school newsletter, parent information nights, School Council, Welfare committee and staff and area meetings, etc 	<ul style="list-style-type: none"> • Principal, Assistant Principal, Staff 	<ul style="list-style-type: none"> • On-going • On-going 	<ul style="list-style-type: none"> • Maintenance of high or improved outcomes in Student Attitudes to School survey (esp. Student Safety, Classroom Behaviour, School Connectedness), Staff Survey (in relation to Classroom Misbehaviour) and Parent Survey (esp Student Safety, Behaviour Management, Classroom Behaviour) • Decrease in student suspensions.
<i>AIZ project</i>	<ul style="list-style-type: none"> • Build on effective behaviour management strategies • Develop student voice through feedback and evaluation of their own learning 	<ul style="list-style-type: none"> • Access to AIZ and regional professional learning 	<ul style="list-style-type: none"> • Principal and assistant principal • School improvement team • Learning leaders • Leaders, professional learning teams 	<ul style="list-style-type: none"> • Refer to AIZ and regional professional learning schedule 	<ul style="list-style-type: none"> • Whole school consistency in implementing behaviour management strategies in line with the Department of Education and Early Childhood Development's Student Engagement Policy Guidelines • Plan and document approaches for using student voice to support improved engagement • Student Voice included in the classroom and school improvement process

<p><u>Student Pathways and Transitions:</u></p> <p><i>Improve transition and pathways for all students as they enter, go through and exit the school.</i></p>	<ul style="list-style-type: none"> • Build on existing Kinder orientation program • Continue to publish a formal timetable of transition activities and communicate the timetable widely to the community. • Continue offering Visiting Arts program to the local kinders. • Build on existing Yr 6-7 Transition program • Survey year 5 and 6 students to assess their views and needs about moving onto secondary; hold a student forum to discuss transition. 	<ul style="list-style-type: none"> • Marketing budget • P/A Teacher timetabled to visit kinders. 	<p>Principal</p> <p>Assistant Principal</p> <p>Marketing Committee</p> <p>Performing Arts Tchr</p> <p>P – 2 Area Team</p> <p>Speech Pathologist</p> <p>5 - 6 Area Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Terms 1, 2 & 3</p> <p>Terms 3 & 4</p>	<ul style="list-style-type: none"> • Improved outcomes in the <i>Transition</i> variable on Parent Opinion surveys. • Closer relationships have been formed with local kinders and secondary schools by term 2.
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