## Annual Implementation Plan 2007

(Based on Strategic Plan 2007-2010)

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### 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.

<table>
<thead>
<tr>
<th>✓</th>
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<tbody>
<tr>
<td>Robyn Blackie</td>
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<td>21/03/2007</td>
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</table>

### 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.

<table>
<thead>
<tr>
<th>INSERT TICK HERE</th>
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<tbody>
<tr>
<td>Ron Lake</td>
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<tr>
<td>INSERT DATE</td>
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## Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
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</table>
| **Student Learning** | To improve student learning outcomes for all students P-6 with an emphasis on English and Mathematics | • Increase the percentage of students achieving above 90% accuracy in Reading Benchmark Testing at Years P-2  
• Increase school means in AIM English and Mathematics to be above State and Like Schools  
• Increase individual AIM Matched Cohort growth in English and Mathematics to equal 1.0 or better  
• Increase the percentage of students achieving at or above expected levels in Speaking and Listening  
• Increase percentage of students achieving at or above expected level in Number and Measurement | • All Prep students to achieve 90% accuracy in Reading Benchmark Testing  
• Increase the percentage of students in Year 1 achieving above 90% accuracy in Reading Benchmark Testing to 90%  
• Increase the percentage of students in Year 2 achieving above 90% accuracy in Reading Benchmark Testing to 85%  
• Increase school means in AIM English and Mathematics data to be 0.1 above 2006 School AIM results  
• Individual AIM matched cohort data in English and Mathematics to be 1.0 for all students deemed capable.  
• Increase the percentage of students achieving at or above expected levels in Speaking and Listening by 5%  
• Increase percentage of students achieving at or above expected level in Number and Measurement by 5% |
| Student Engagement and Wellbeing | To improve student engagement, connectedness and motivation to learn | • Improve student motivation by an average of 5% each year of the Strategic Plan  
• Improve student learning confidence by an average of 5% each year of the Strategic Plan  
• Improve student opinion of learning by an average of 5% each year of the Strategic Plan | • Improve student motivation data by 5%  
• Improve student learning confidence data by 5%  
• Improve student opinion of learning data by 5% |
|---------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------|
| Student Pathways and Transitions | To improve pathways and transition at all levels for all students | • To have high levels of parent satisfaction for Prep transition  
• To have high levels of parent and student satisfaction for Year 6-7 transition | • Establish benchmark data of parent satisfaction for Prep transition  
• Establish benchmark data of parent and student satisfaction for Year 6-7 transition  
• Strategies identified, documented and implemented to facilitate the movement of students from Year 2 to Year 3 |
### Implementation

<table>
<thead>
<tr>
<th>Key Improvement Strategies and Significant Projects</th>
<th>What the activities and programs required to progress the key improvement strategies</th>
<th>How the budget, equipment, IT, learning time, learning space</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>Achievement milestones the changes in practice or behaviours</th>
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<tr>
<td>STUDENT LEARNING VELS Implementation</td>
<td>• Implement small team and whole school curriculum planning to support VELS implementation</td>
<td>• Teachers to be provided with weekly meeting time to plan curriculum</td>
<td>• Teaching and Learning Team – Robyn Gallagher, Kerry Birnie and Sandra Luitjes</td>
<td>• Terms 1 - 4 2007</td>
<td>• All teachers will demonstrate through their planning documentation and assessment that VELS has been implemented in their teaching and learning programs</td>
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<td></td>
<td>• Continue to use assessment and reporting as the school’s entry point for the implementation of VELS</td>
<td>• Continue to review and refine the school’s assessment and reporting program to ensure cutting edge practice</td>
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<td>• Curriculum will be consistent across year levels and the school</td>
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<td>Assessment &amp; Reporting</td>
<td>• Continue to reflect and refine the school’s assessment &amp; reporting practices to remain at the cutting edge</td>
<td>• Time will be allocated to staff meetings and team planning meetings for reflection and professional dialogue</td>
<td>• Teaching and Learning Team – Robyn Gallagher, Kerry Birnie and Sandra Luitjes</td>
<td>• Terms 1 - 4 2007</td>
<td>• Improvement in Staff Opinion survey data - Curriculum Coordination - Professional Interaction</td>
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<td>• Teacher feedback on the implementation of the program</td>
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<td>• Teacher suggested improvements</td>
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<td>• Quality of student reflections</td>
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<td>• Students able to articulate their learning and the achievement of their learning goals</td>
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| TOTAL Coaching                                    | • Implement a teacher coaching model to support transference of teacher professional learning to teaching and learning programs  
• Coaching established in two teaching teams  
• Coaching embedded in teaching and learning planning and practice | • Teacher Professional Leave awarded to two teachers  
• Two teachers to participate in the T.O.T.A.L. coaching program  
• Teacher release for other teachers to participate in coaching to be provided from school budget | • Robyn Gallagher and Sandra Luitjes | • By the end of Term 2  
• By the end of Term 2 | • Weekly coaching program implemented, targeting areas of need and related transference of teacher professional learning  
• Classroom observations will provide evidence of growth in teacher practice  
• Improvement in student learning outcomes |
| PoLT                                             | • PoLT component mapping and student surveys to be completed for all teachers  
• Individual teachers to identify area/s for improvement and these are to be included in individual teacher performance and development and professional learning plans  
• Whole school areas of improvement to be identified and included in school professional | • PoLT coordinators released from classroom teaching to implement PoLT  
• Feedback from PoLT coordinators | • Teaching and Learning Team – Robyn Gallagher, Kerry Birnie and Sandra Luitjes  
Robyn Gallagher, Kerry Birnie and Sandra Luitjes  
All teachers | • Terms 1, 2, 3 & 4  
• Terms 1 – 4 | • Teachers will have participated in appropriate professional learning and demonstrated implementation in their classrooms.  
• The school professional learning program will have addressed the needs of all teachers  
• End of year component mapping will indicate improvement  
• Improvement in Staff Opinion survey data - Professional Interaction |
## Key Improvement Strategies and Significant Projects

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Achievement milestones</th>
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<td>The activities and programs required to progress the key improvement strategies</td>
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### ASISTM Project
- **Learning plan**
  - Coaching will support teachers in classroom implementation of their areas for improvement
  - Improve Mathematics pedagogy by reviewing our current practice, researching best practice and using school data to identify areas for improvement
  - Improve student learning outcomes in Mathematics
  - Accreditation gained in Term 4 2006
  - Continue current practice to move to Level 5 in all elements
- **How**
  - Implement the ASISTM “Shifting Pedagogy in Mathematics” project
  - Employ Michael Redden as a mathematician in residence
  - Involve SMSN consultant Pauline Rogers where appropriate
  - VIT mentor program for graduates
  - Coaching and curriculum initiatives
  - Curriculum planning
  - Provide multiple sources of feedback
- **Who**
  - ASISTM implementation team, led by Robyn Gallagher
  - Leadership team
- **When**
  - Terms 1 – 4
- **Achievement milestones**
  - Baseline data established and analysed
  - Data continuously collected and analysed throughout the project
  - Improvement in VELS Mathematics data
  - Improvement in Student Attitude to School survey data
  - Student Opinion of Learning
  - Student Learning Confidence
  - Student Motivation
  - As a reference school provide assistance to other schools to achieve accreditation

### P&D Culture
- **Baseline data established and analysed**
- **Data continuously collected and analysed throughout the project**
- **Improvement in VELS Mathematics data**
- **Improvement in Student Attitude to School survey data**
- **Student Opinion of Learning**
- **Student Learning Confidence**
- **Student Motivation**
- **As a reference school provide assistance to other schools to achieve accreditation**
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| STUDENT ENGAGEMENT AND WELLBEING – STUDENT MANAGEMENT Student Management | • Student Management Review completed  
• Develop school wide student management practices  
• Restorative Practices implemented | • Staff meetings allocated to review  
• Restorative Practices professional learning at weekly staff meetings  
• Additional staff to complete three day Restorative Practices training | • All staff  
• Amanda Wheeler  
• Margaret Thorsburne | • Term 1  
• Terms 1 - 4  
• Term 4 | • Review completed and new student management policy written  
• New policy is actively implemented by all teachers and support staff  
• New policy is communicated clearly to all parents and students  
• Restorative Practices professional learning provided for all staff  
• Restorative Practices being implemented in classrooms and play ground |}

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<th>Student Engagement</th>
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<th>How</th>
<th>Who</th>
<th>When</th>
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</table>
| • Investigate and implement strategies to improve student engagement  
• The implementation of PoLT  
• Teacher Coaching program  
• Small team curriculum planning meetings  
• Implementation of VELS | • Teaching and Learning Team – Robyn Gallagher, Kerry Birnie and Sandra Luitjes | | • Terms 1 – 4 | | • Student Attitudes to School Survey data will improve  
• Student learning outcomes will improve  
• There will be a reduction in reported classroom misbehaviour  
• There will be maintenance of the current high level of student attendance |
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<td><strong>Student Attendance</strong></td>
<td>• Maintain current level of attendance (Current absence rate of 10.6 days per student)</td>
<td>• Continued monitoring of student absences</td>
<td>• Individual teachers and management</td>
<td>• Terms 1 - 4</td>
<td>• As above</td>
</tr>
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</table>
| **STUDENT PATHWAYS AND TRANSITION Prep**      | • Conduct parent surveys to determine benchmark data for parent satisfaction with Prep transition | • Provide all parents of 2007 Preps with a paper survey  
• Conduct face to face interviews with a sample group of parents | • Robyn Blackie & Prep teachers | • Term 1, 2 and 4 | • Surveys completed and collated to establish benchmark data  
• Recommendations formed from data to inform transition planning for 2007-2008  
• Improvement in Parent Opinion data  
• School/Parent Relations  
• Extra-Curricular  
• General Satisfaction |
| **Year 6-7**                                  | • Conduct student and parent surveys to determine benchmark data for parent satisfaction with Year 6-7 transition | • As above for Year 6-7 transition  
• Provide all 2006 Year 6 students with a paper survey  
• Conduct face to face interviews with a sample group of students | • Robyn Blackie and Year 6 teachers | • Term 4 2006  
• Term 1 2007  
• Term 4 2007 | • Surveys completed and collated to establish benchmark data  
• Recommendations formed from data to inform transition planning for 2007-2008  
• Improvement in Parent Opinion data  
• School/Parent Relations  
• Extra-Curricular  
• General Satisfaction |
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<td>• Establish regular teacher and student exchanges between Years 2 and 3</td>
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<td>• Year 2 students have regular visits to the Year 3/4 unit</td>
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<td>• Teacher meetings</td>
<td>• Teacher exchanges</td>
<td>• P-2 and 3-4 coordinators</td>
<td>• Term 4</td>
<td>• Focus areas to be the ‘nuts and bolts’ of life in Year 3 and interaction with the current Year 3 students who will be their classmates in 2008</td>
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<td>• Student exchanges</td>
<td>• Term 2</td>
<td>• Year 2 and Year 3 teachers have a rich professional dialogue and shared planning</td>
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<td></td>
<td>• Smoother transition to Year 3 supported by anecdotal evidence form teachers, students and parents</td>
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<td>• More effective use made of ICT in classroom teaching and learning programs</td>
<td>• ePotential survey to be completed by all teachers</td>
<td>• Teaching and Learning Team – Robyn Gallagher, Kerry Birnie and Sandra Luitjes</td>
<td>• Term 2</td>
<td>• eLearning goal in every teacher’s P&amp;D plan</td>
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<td>• Data to be analysed to determine teacher skills and knowledge and professional learning needs</td>
<td>• Emma Lord</td>
<td>• Term 2</td>
<td>• PoLT component mapping and student surveys to indicate improved use of ICT</td>
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<td>• 3 new classroom computers provided in each room</td>
<td>• Sharon Branson</td>
<td>• Term 2</td>
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| • Extension of specialist ICT program | • ICT training for Yr 5/6 teachers and ICT specialist teacher  
• Robotics training  
• Review of current ICT specialist teaching program | • Darrel Branson  
• Sharon Branson  
• Damian Hallinan  
• Sharon Branson | • Terms 1 – 4  
• Terms 2 – 4  
• Term 1 | • All students moodling, wikiing and so on  
• Robotics implemented in Year 5/6  
• Greater range of media used in ICT specialist program |