

# Wandin Yallock Primary School 1033

## Annual Implementation Plan 2008

Based on Strategic Plan developed for 2007-2010



<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.	✓
		Scott Forrest April 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	✓
		Christine Shiel April 2008

## Strategic Intent

	Goals	Targets	One Year Targets												
<b>Student Learning</b>	<p>To ensure that all students are appropriately challenged in their learning by a teaching and learning program that aims to achieve the optimum outcomes for their level of schooling</p> <p>To provide a balanced and challenging curriculum catering for the individual needs and abilities of all students in all key learning areas enabling them to reach their full academic and personal potential</p>	<p>By 2008 the mean CSF student achievement levels to be at or above state and like school benchmarks in each English strand.</p> <p>By 2008 Text Level Reading outcomes to be all students at 90% or better than expected level.</p> <table border="1"> <thead> <tr> <th></th> <th>Prep</th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>2003 Benchmark</td> <td>83.3</td> <td>79.2</td> <td>90.9</td> </tr> <tr> <td>2008 Target</td> <td>88</td> <td>94</td> <td>97</td> </tr> </tbody> </table> <p>*The average at Prep 2001 - 2003 was 61% of students at the expected level.</p> <p>Develop plan to enhance AIM trend data between grade 3 &amp; 5</p>		Prep	Year 1	Year 2	2003 Benchmark	83.3	79.2	90.9	2008 Target	88	94	97	<p>Individual learning programs in place for all students below literacy &amp; numeracy benchmarks</p> <p>Individual students &amp; small groups included in tutoring</p> <p>At least 10 Early years students participating in Bridges literacy program</p> <p>At least 7 Early Years students participating in SRA Corrective Reading literacy program</p> <p>Morphographs used with all students and in individual and small group weekly tutoring</p>
	Prep	Year 1	Year 2												
2003 Benchmark	83.3	79.2	90.9												
2008 Target	88	94	97												
<b>Student Engagement and</b>	<p>To provide a stimulating and attractive environment which is safe and welcoming for all members of the school</p>	<ul style="list-style-type: none"> <li>improved social and emotional wellbeing</li> <li>a safe and supportive school environment free from verbal harassment</li> <li>an environment safe from physical and emotional abuse</li> </ul>	<p>Reduce frequency and severity of playground incidents by 10%</p> <p>Initiate whole school</p>												

<b>Wellbeing</b>	community and enhances student engagement	<ul style="list-style-type: none"> <li>• a sense of student belonging and engagement</li> <li>• reciprocal respect between teachers and students</li> </ul> <p>Involve students in decision-making processes through sports committees, junior facilities committee &amp; Junior School Council</p> <p>Lunchtime and after school Clubs program</p>	<p>involvement in Kool Kids Positive Parent training</p> <p>A minimum of 8 students &amp; their families involved in KKPP</p> <p>Increase in student relationships &amp; wellbeing in Student Attitude Survey Data</p>
<b>Student Pathways and Transitions</b>	To promote school readiness for prep students	<p>Provide more information to parents about transition to school</p> <p>Storytime prep transition program in term 4</p> <p>One on one assessments with children &amp; parents</p> <p>Teacher visits to pre-schools</p>	<p>Improvement in Parent Opinion Survey re transition</p> <p>8 storytime sessions with at least 90% of prospective prep students</p> <p>100% participation in extensive individual assessments</p>
	To track individual student progress between year levels	Design Individual Learning Plans for all at-risk children	All class teachers to install data about attendance, VELs outcomes, intervention programs, learning difficulties on Students at Risk mapping register
	To equip students for transition to secondary school	Encourage all families to visit and learn about secondary school choices	<p>All students involved in secondary school orientation with selected schools</p> <p>START program for whole grade 6 cohort</p>



<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> <i>the activities and programs required to progress the key improvement strategies</i>	<b>How</b> <i>the budget, equipment, IT, learning time, learning space</i>	<b>Who</b> <i>the individuals or teams responsible for implementation</i>	<b>When</b> <i>the date, week, month or term for completion</i>	<b>Achievement milestones</b> <i>the changes in practice or behaviours</i>
<b>1. Student Learning</b>	Performance & development accreditation process	Performance & development grant  PD budget allocation  Designated staff & level meetings  Reference school support	Leadership team, level teams & working parties	By June 20 2008	Tools and resources to help strengthen a school's Performance and Development Culture: <ul style="list-style-type: none"> <li>• Induction</li> <li>• Feedback</li> <li>• Individual teacher development plans</li> <li>• Quality professional development</li> <li>• Belief by teachers that the school has a Performance and Development Culture</li> </ul>



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	<p>Undertake Continuous improvement review in self-evaluation, review and planning</p> <p>Comprehensive examination of performance across the three student outcomes areas</p> <p>Standardised testing regime prep -6</p>	<p>Complete self-evaluation template and provide copies to reviewer and EMR</p> <p>Project budget TBC for CRT release of teachers, hospitality Designated meeting times for teams &amp; working parties</p> <p>As part of assessment for/as/of learning approach</p>	<p>Principal, key staff, student group, School Council President, School Reviewer, SEO, School reviewer</p> <p>Focus groups of staff, parents and students</p> <p>All class teachers</p>	<p>By September 2008</p> <p>June 20 2008</p> <p>By August 21</p> <p>Documentation forwarded to reviewer by August 7</p> <p>At agreed times</p>	<p>Development of effective improvement strategies</p> <p>All teachers participate in the examination of performance data and responses to key questions in the template</p> <p>Focus groups of students and parents have participated in the self-evaluation</p> <p>Mapping assessment outcomes</p>

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	<p>Continuous improvement review continued</p> <p>Create Performance &amp; Development culture</p>	<p>EMR Training session Templates and Guidelines</p> <p>Undertake continuous improvement school review day</p> <p>Presentation to staff and School Council</p> <p>Develop School Strategic Plan in consultation with the school community and SEO</p>		<p>Leadership team and planning committee in consultation with the school community</p> <p>Principal</p> <p>Leadership team</p>	<p>Induction for teachers new to the school</p> <p>Use of multiple sources of feedback on teacher effectiveness for individual teachers and teams</p> <p>Individual teacher development plans based on individual needs, student learning and school priorities</p> <p>Quality professional development to meet individual development needs</p> <p>A collective belief by staff that the school culture is supportive of individual professional growth and development</p> <p>Strategic directions for new strategic plan agreed and accepted by school community</p>

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<b>2. Student Engagement &amp; Wellbeing</b>	<p>Development of school community values charter</p> <p>Whole school implementation of Restorative Practices</p> <p>The Right Track: integrating multiliteracies &amp; social</p>	<p>Values education &amp; drug education grants</p> <p>AGQTP grant: action research question-What impact does a focus on emotional literacy and home-school partnership have on reading literacy outcomes?</p>	<p>Wellbeing team including chaplain, psychologist &amp; principal</p> <p>Literacy professional learning team liaising with EMR literacy support staff</p>	<p>Term 2 2008- values forum</p> <p>Curriculum Day June 20: whole school implementation Restoratives Practices</p> <p>Term 1 2008 &amp; ongoing network meetings</p>	<p>Community forum on values education leading to development of community values charter</p> <p>Values education professional learning Consolidate and evaluate middle years life skills program including Martial Arts Therapy, Girlfriends &amp; START in term 4</p> <p>Trial and evaluate Restorative Processes strategies</p> <p>Establish whole school implementation of Restorative Processes</p> <p>Restorative practices professional learning for teachers and parents</p> <p>Whole staff and teacher team professional learning in student wellbeing</p> <p>The Right Track tutoring program &amp;</p>

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	competencies  Kool Kids Positive Parents: prevention & early action program for increasing emotional awareness & social skills	Partnership with Eastern Health	Chaplain trained as parent facilitator & prep team leader as student facilitator with the KKPP psychologist team	Term 1: whole staff PD & student selection process Term 2: Contact families, train facilitators, intensive training for prep-3 teachers Term 3: KKPP groups in operation Term 4: program consolidation, evaluation & follow up for 2009	other multiliteracy innovations  Understanding disruptive behaviour  Whole staff approach to early identification & planning for intervention Fostering school & family partnerships in student management Providing social skills & emotional problem-solving programs for children at high risk of developing conduct disorder Providing school based consultation to facilitate individualised case management

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3. Student Pathways	<p>Open day</p> <p>Home school partnership project on school &amp; reading</p>	<p>Establish reciprocal visiting arrangements each term for prep and pre-school teachers</p> <p>Include pre school teachers in Kool Kids Positive Parents overview</p> <p>Summer School participation &amp; project grant</p>	<p>Prep Transition coordinator</p> <p>Prep teachers and principal visit pre schools</p> <p>P-3 teaching Team, KKPP psychologist, chaplain &amp; prep team leader</p> <p>Prep team leader</p> <p>Whole staff</p>	<p>May &amp; November in preparation for reporting</p> <p>Open day on May 10</p> <p>Term 1 Whole staff training in term 1 building capacity in identifying and dealing with conduct disorder-prevention &amp; early intervention focus</p>	<p>Continue data collection and assessment involving parents to track pre school development for every Prep student</p> <p>Implement electronic tracking system for at-risk students</p> <p>Increased teacher capacity to identify students at risk</p> <p>The Parent Opinion Survey will show improvement</p> <p>Increased home-school partnership with increase in shared reading at home</p> <p>Improved school readiness</p>

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	<p>readiness</p> <p>Tracking key student information between teachers and across year levels</p> <p>Life skills programs in middle years</p>	<p>Further refine Storytime &amp; peer support program in Term 4</p> <p>Level meetings</p> <p>Martial Arts Therapy/ Girlfriends/ START program (will apply for community or SFYS funding)</p>	<p>All class teachers</p> <p>Middle Years team</p> <p>Transition coordinator</p> <p>Graduation team</p>	<p>Beginning in term 1 &amp; ongoing in 2008</p> <p>8 Friday mornings in term 1 &amp; 4 2008</p> <p>Term 4 weekly sessions</p> <p>December 2008</p>	<p>Team approach to allocating students to class groups</p> <p>Students will meet their new teachers for a 30 minute activity session</p> <p>Preparation for grade 6 &amp; transition to secondary school through increased resilience, self-esteem &amp; connectedness to peers</p> <p>All grade 6 students participating in secondary school orientation programs</p> <p>All grade 6 students participating in graduation process</p>