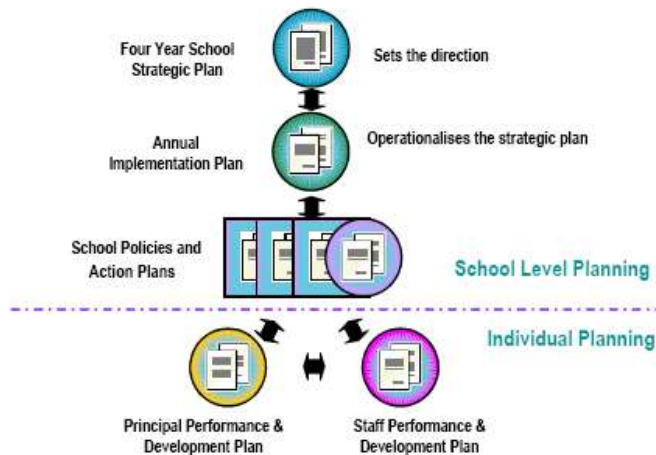


# Paynesville Primary School 2009 Annual Implementation Plan

Based on Strategic Plan developed for 2008-2011

Figure 1 – Levels of School Planning



Principal Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

School Council  
Signature:

Verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.

\_\_\_\_\_

Date:

\_\_\_\_\_

Regional Director  
Signature:

Verifies that the Regional Director (or nominee) has endorsed this Annual Implementation Plan

\_\_\_\_\_

Date:

\_\_\_\_\_

# Annual Implementation Plan

<p><b>Student Learning Goal:</b> To improve student learning in Mathematics and Writing in grades P-6</p> <p><b>Key Improvement Strategies:</b> Enhance the organisational capacity of the school to support improved student learning</p> <p>Further enhance teacher capacity to affect student learning</p> <p>Strengthen School's P &amp; D culture in order to improve student learning</p> <p><b>Is a detailed plan required to assist implementation of this improvement strategy within your school – Yes/No</b></p>					
What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
Enhance organisational capacity	<p>Working party involving staff, School Council and other interested School Community members set up to lead discussion, planning and development a shared whole school policy and approach to teaching and learning.</p> <p>Develop, implement and review a whole school maths policy which clearly outlines beliefs and understandings, consistent approaches and whole school developmental pathway while still allowing each teacher to meet the needs of individual students and to implement a personal teaching style.</p>	<p>Staff – led by Teaching and Learning Co-ordinator and team.</p> <p>School Council</p> <p>Broader school community</p> <p>Students</p> <p>Maths working party (<i>to be established</i>)</p>	<p>To begin in term 1</p> <p>Teaching and Learning team established – Feb</p> <p>Regular planning meetings scheduled in to Staff Meeting &amp; School Council plan in order to develop and trial draft by the end of term 3.</p> <p>Final policy ready for full implementation in 2010.</p>	<p>Consistent practices, language and discussion across the school.</p> <p>Beliefs and understanding embedded in practices and documented for all stake holders.</p> <p>Allocated resources specifically support the policy implementation.</p>	<p>An annually increasing proportion of students achieving above C in their respective VELs maths and writing levels 3-6</p> <p>An annually decreasing proportion of students achieving below C in their respective VELs levels P-6</p>

**Student Learning Goal:** To improve student learning in Mathematics and Writing in grades P-6

**Key Improvement Strategies:** Enhance the organisational capacity of the school to support improved student learning  
 Further enhance teacher capacity to affect student learning  
 Strengthen School's P & D culture in order to improve student learning

Is a detailed plan required to assist implementation of this improvement strategy within your school – Yes/No

What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
Strengthen teacher practice.	<p>Audit and review of current teaching practices and beliefs. Showcase practices and programs that have led to improved student outcomes (<i>MI, Thinking Curriculum, Explicit teaching strategies, EY, MY, Boys' Ed philosophies etc</i>). Teaching teams to adopt and modify elements which will support students.</p> <p>Continue to implement cluster strategies using HRLTP's with a particular focus on improved student writing, along with an expectation that the strategies will be used across all curriculum areas.</p> <p>Staff P.D. on explicit teaching and learning strategies to ensure clear understanding and expectation withy particular reference to the HRLTP's.</p> <p>Implement assessment moderation across the school teams, between similar level teaching teams from cluster schools and between Year 6</p>	<p>Staff – led by Teaching and Learning Co-ordinator and team.</p> <p>Explicit Teaching drivers</p> <p>gLIS leader Outside experts – if available and meets our needs</p> <p>BELC personnel (<i>drivers, co-ordinator</i>)</p> <p>Secondary school staff and transition co-ordinator</p>	<p>Ongoing with PD provided by drivers and T &amp; L team at staff meetings and team meetings.</p> <p>Sharing of good practice timetabled into team and staff meetings on a regular basis. Feed back provided to School council and broader school community at scheduled School Council meetings and in the School and team newsletters throughout the year.</p> <p>Formal moderation processes to be built into team meetings and staff meetings from term 2.</p> <p>A focus on assessment for, of and as learning to be undertaken during term 2 and continues throughout the year.</p>	<p>Beliefs and understanding embedded in practices and documented for all stake holders.</p> <p>Use of explicit teaching strategies, including HRLTPs, will be embedded in practice and planning.</p> <p>Students will demonstrate the independent use of HRLTP's in writing and across other Curriculum areas.</p> <p>Professional interaction , discussion, observation and actions indicate a broader range of teaching strategies being employed in order to meet individual student needs.</p> <p>Individual learning plans are developed for students at risk and in need of challenge.</p>	<p>An annually increasing proportion of students achieving above C in their respective VELs maths and writing levels 3-6</p> <p>An annually decreasing proportion of students achieving below C in their respective VELs levels P-6</p>

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What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
	<p>and 7 teachers.</p> <p>Improve understanding and effective implementation of assessment processes which take into account assessment <i>for, of</i> and <i>as</i> learning.</p>				
Strengthen the P & D Culture	<p>Individual Professional development plans to include personal goals which involve feedback based on modelled teaching relating to whole school foci.</p> <p>Continue teacher modelling of successful and targeted teaching strategies. Provide opportunities for staff to participate in peer observation situations.</p> <p>Student assessment data to be used as an integral part of performance reviews.</p> <p>Staff meeting time set aside for teacher sharing.</p> <p>SMART teams established to</p>	<p>P &amp; D Culture working party.</p> <p>Team leaders and School Development Team.</p> <p>All staff members.</p>	<p>Discussion and review to take place in term 1 with ongoing activity throughout the year.</p>	<p>Staff professional development plans reflect individual needs based on school, personal and student needs.</p> <p>More staff taking advantage of peer coaching and mentoring.</p> <p>Coaching (buddy) networks established between staff.</p> <p>Staff will be more reflective of own and whole school performance and provide a range of possible solution to issues.</p> <p>Team and individual teacher program plans show evidence of a change in student assessment with a range of activities which cover assessment “for, of and</p>	<p>An annually increasing proportion of students achieving above C in their respective VELs maths and writing levels 3-6</p> <p>An annually decreasing proportion of students achieving below C in their respective VELs levels P-6</p>

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**Is a detailed plan required to assist implementation of this improvement strategy within your school – Yes/No**

What are we going to do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
	provide support for individual staff members.			as" learning included throughout units of lessons.  SMART goals include a greater focus on explicit teaching.	

**Engagement & Wellbeing Goal:** To improve student relationships with a specific focus on improving student safety and student behaviour.

**Key Improvement Strategy:** Improve management of student behaviour.  
Review and enhance the school's anti-bullying program

Is a detailed plan required to assist implementation of this improvement strategy within your school – No

What will we do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
<p>Improve management of student behaviour.</p>	<p>Collaboratively design a Code of Conduct which is simple, effective and incorporates the SCARF values.</p> <p>Review, develop, implement and refine Yard Duty processes.</p> <p>Highlight the positives rather than focussing wholly on the inappropriate behaviours.</p> <p>Create open and positive links between the school and the school.</p> <p>Develop immediate processes and procedures which outline consequences for inappropriate behaviours.</p> <p>Develop and document agreed protocol for extreme behaviours.</p> <p>Ongoing tracking of student behaviour in the yard and classroom to provide big picture view of overall behaviour.</p> <p>Greater emphasis on student leadership and ownership of school.</p>	<p>All staff led by Student Welfare Co-ordinator leader and team team.</p> <p>School student leaders School Captains, House Captains &amp; SRC</p> <p>Stephanie Alexander program led by Meg Whitbourne Parents and Community members.</p> <p>Graduate Teachers and their mentors</p> <p>Parents and students within the school community.</p>	<p>Code of Conduct review to begin in term 1 with input from staff, students and school community leading to an agreed and documented policy ready for full implementation in 2010.</p> <p>Student leadership program to begin term one with ongoing development.</p> <p>Stephanie Alexander program to begin in term 2.</p> <p>Graduate teacher-mentor program to continue throughout the year.</p> <p>Yard duty review to begin term 1.</p>	<p>Fewer students recorded in yard duty books for inappropriate behaviour.</p> <p>Fewer students being removed from class and yard for inappropriate behaviour.</p> <p>Positive behaviours recognised and celebrated at Assembly and in newsletters.</p> <p>Senior students leading activities and making positive contributions to school development.</p> <p>Increased positive contact between parents and staff.</p>	<p>Student opinion of safety to be at or above State mean.</p> <p>Student and teacher opinion of student and classroom misbehaviour to be at or better than State mean.</p> <p>Staff opinion of effective discipline policy to be better than State mean</p> <p>Teacher, student and parent judgement of School ground as a happier and more positive environment.</p> <p>Attendance data indicates fewer absences.</p> <p>Parent Opinion Survey results are equal to or greater than the State mean.</p>

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What will we do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
	<p>Regular SRC meetings – to encourage working for “our” school.</p> <p>Student leadership increased to include role of Vice School Captains.</p> <p>Greater responsibility given to House Captains not just in the sporting fields.</p> <p>Regular Guardian Angel times to ensure Prep students are comfortable and feel safe in the school ground and Grade 6 as role models display leadership</p> <p>Introduce Friendly Fabulous Fives to support the Grade 1-2 classrooms – develop leadership skills.</p> <p>Each class/team to be responsible for an area of the school gardens.</p> <p>Develop a whole school approach to the Stephanie Alexander program.</p> <p>Ensure graduate teachers are</p>	<p>All staff led by Student Welfare Co-ordinator leader and team.</p> <p>School student leaders School Captains, House Captains &amp; SRC</p> <p>Stephanie Alexander program led by Meg Whitbourne Parents and Community members.</p> <p>Graduate Teachers and their mentors</p> <p>Parents and students within the school community.</p> <p>Team leaders and teams.</p>	<p>Guardian Angel program to continue from 2008 throughout the year.</p> <p>Buddy grades to begin term 1 and continue through out the year.</p> <p>Class/Team responsibility areas ongoing.</p>	<p>Observation indicates more positive relationships between students across the school.</p> <p>Students working voluntarily in school yard</p>	

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	<p>well supported in regard student and classroom management.</p> <p>Ensure greater opportunities for interaction with and input from families. <i>(Pre-emptive interviews, informal contact from School Leadership etc.)</i></p> <p>Establish parent 'driver' in classrooms or teaching teams to promote and encourage family involvement in school programs</p>		<p>Contact with families to begin term 1 and be on going. Assistant principal and Principal to make personal formal contact with each family at least once a term.</p>	<p>There will be a more open and productive relationship between the staff and families.</p>	
<p>Review and Enhance the School's Anti-bullying Policy.</p>	<p>Review current practices. Circulate current research around best practice. Seek ideas and opinions from all key stakeholders. Develop all aspects of an Anti Bullying policy ensuring feedback at varying stages throughout the process.</p>	<p>Staff Students School Council Broader School Community members</p>	<p>Process to begin in term 1 and continue throughout the year. Completed policy to be operation in 2010.</p>	<p>There will be consistent approaches to the management of bullying within the school.</p> <p>Students behaviour will reflect a greater understanding of the policy and ways of managing difficult situations.</p> <p>There will be fewer incidents of bullying within the school.</p> <p>There will be a more open and productive relationship between the staff and families.</p>	<p>Student opinion of safety to be at or above State mean.</p> <p>Student and teacher opinion of student and classroom misbehaviour to be at or better than State mean.</p> <p>Staff opinion of effective discipline policy to be better than State mean</p> <p>Teacher, student and parent judgement of School ground as a happier and more positive environment.</p> <p>Attendance data indicates fewer absences.</p>

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					Parent Opinion Survey results are equal to or greater than the State mean.

**Student Pathway & Transition Goal:** To enhance student transition to, through and from school.

**Key Improvement Strategy:** Improve current transition programs and processes

Establish student pathways

Is a detailed plan required to assist implementation of this improvement strategy within your school – No

What will we do?	How will we do it?	Who is involved?	When will it happen?	What will look different if we have been successful? (Changes in practice/behaviour)	What targets have we set & what evidence will we use to determine whether we have been successful?
<p>Improve current transitions and programs.</p> <p>Establish Student Pathways</p>	<p>Establish a whole school cumulative data base to track student progress across the school to inform teaching and to facilitate smooth student transition through the school.</p> <p>Work towards the establishment of digital portfolios for students</p> <p>Extend ILP's to include students with special gifts and talents</p> <p>Encourage student commitment to I.T. whole school presentations</p> <p>Continue teacher involvement in Schools as Hubs</p> <p>Invite and encourage family representation at school events</p> <p>Teaching team commitment to Open nights, BBQ's etc</p>	<p>All staff</p> <p>Students</p> <p>Parents &amp; the Community.</p> <p>Partner schools and the Paynesville Kinder</p>	<p>Progress will be ongoing and Evolving throughout the year.</p> <p>Data base to be in complete operation by term 2.</p> <p>ILPs to be established fully by the start of term 2.</p> <p>Various team activities to take place throughout the year.</p>	<p>Teachers visiting other classrooms.</p> <p>Regular meetings to discuss individual student needs between past and present teacher.</p> <p>Teachers visiting other schools as part of Individual Professional Development Plans.</p> <p>Teachers, and students visiting kinder to develop relationships.</p> <p>Integration Support staff to assist in transition through and from the school for students in need.</p> <p>Continued teacher discussions with the Secondary Schools</p> <p>Efficient transfer of files between schools and the R.N.L. office</p>	<p>School to establish student satisfaction benchmarks of year 7 students and to annually improve against this benchmark.</p> <p>Parent satisfaction with transition to equal or exceed the 75<sup>th</sup> percentile.</p> <p>P-7 individual plans in place for all students with special needs, talents or skills by 2009.</p> <p>Positive parent survey results</p> <ul style="list-style-type: none"> <li>- Student Attitude to School Opinion Survey</li> <li>- Parent Opinion Survey</li> <li>- Staff Opinion Survey</li> </ul>

	<p>Teacher willingness to trial variety web site to post information to assist students and families.</p> <p>Build links between Kinder Community and School through establishment of toy library on school site.</p> <p>Collaborate with Secondary Colleges to facilitate smooth transition regarding curriculum, ILP's.</p> <p>Continue to gauge feedback in regard to kinder to school transition.</p> <p>Establish a parent survey for r students Grade 6 to year 7</p> <p>Orientation days at start of school year for each teaching Area</p>			<p>Greater sense of team within each Area</p> <p>Whole year teaching and learning goals will be set for each Area and modified for the individual where needed.</p> <p>Individual Learning Plans will include a plan for the whole child based on information collected from informal and formal interviews/</p>	
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