

Bell Park North Primary School [4962]

Annual Implementation Plan 2009

(Based on Strategic Plan / Charter developed for [2009-2012])



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.	[]
		[Anthea Lagadinos] [4/12/08]
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	[INSERT TICK HERE]
		[INSERT PRINCIPAL NAME]
		[INSERT DATE]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve and maximize student learning across the whole curriculum with a particular emphasis on Literacy and Numeracy	<p><u>P-2</u> 90% deemed capable students in P/1/2 read at text levels 5/15/20 with greater than or equal to 90% accuracy by 2012 Reduce to below 5% the students with 50% or below accuracy in reading P/1/2</p> <p><u>VELS</u> All cohorts achieve average growth of 1.0 VELS level every 2 years By 2012, 10% of students to be rated 'A', 15% rated 'B' and 90% rated A-C in English and Mathematics</p> <p><u>AIM/NAPLAN</u> AIM/NAPLAN means to improve by 2012 to 2.5(Gr3) and 3.5 (Gr5) By 2012, 20% of students to be assessed at level 4 (Gr3) and level 5 (Gr5) By 2012, less than 20% of students to be assessed at levels 1&2 (Gr3) and 2&3 (Gr5)</p> <p>Student opinion as expressed in Student Attitudes to School survey</p>	<p>75% deemed capable students in P/1/2 read at text levels 5/15/20 with greater than or equal to 90% accuracy.</p> <p>Reduce to 5% the students with 50% or below accuracy in reading P/1/2</p> <p>Cohorts to achieve growth of 0.5 VELS levels.</p> <p>10% of children in all levels to achieve an A</p> <p>!0 % or less of children to be rated below level C in English or Maths</p> <p>Yr 3 –Reading to be at Band 4 -Writing to be at least Band 4.5</p>

		<p>related to teacher effectiveness to reach mean of 4.2 or above ,stimulating learning 4.0 or above and learning confidence 4.1 or above by 2012</p> <p>Staff opinion in areas of role clarity to reach a mean of 85 or above, professional interaction 85 or above, appraisal and recognition to be maintained at 82.7 or above , and professional growth 80 or above by 2012</p> <p>Parent opinion in the area of school improvement to reach a mean of 5.8 or above, stimulating learning 5.8 or above , learning focus 5.7 or above, homework and extra-curricula 5.0 or above by 2012.</p>	<p>Teacher effectiveness to reach a mean of 4.1 Stimulating Learning to reach a mean of 3.7 Learning Confidence to reach a mean of 4.0</p> <p>Role clarity to reach a mean of 80. Professional interaction to reach a mean of 82. Appraisal and Recognition to reach a mean of 83. Professional growth to reach a mean of 77.</p> <p>School improvement to reach a mean of 5.5 Stimulating Learning to reach a mean of 5.4 Learning focus to reach a mean of 5.1 Homework and extra curricula to reach a mean of 4.8</p>
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<p>Student Engagement and Wellbeing</p>	<p>To improve student engagement, resilience, and the capacity of students to be personal learners.</p>	<p>Student non-attendance rates improve annually from average of 14.5 days in 2007 to be below state average of 13.2 days or better by 2012.</p> <p>Parent opinion in the variable score area of student safety to reach 5.0 or above, school connectedness 5.6 or above and student motivation 5.5 or above by 2012. Staff opinion satisfaction levels in the variable score area of effective discipline policy to reach 85 or above, student orientation 90 or above, student motivation 70 or above and learning environment 85 or above by 2012. Student attitude to school survey satisfaction levels in the variable score areas related to Wellbeing to be at 5.5 or above, Student Motivation 4.6 or above, Classroom Behaviour at 2.6 or above and Student Safety at 4.0 or above by 2012.</p>	<p>Student non-attendance days to fall at 14 or below in 2009.</p> <p>Student safety to reach 4.6. School connectedness to reach 5.3 Student motivation to reach 5.2</p> <p>Effective discipline policy to reach 82 Student Orientation to reach 88 Student Motivation to reach 72 Learning Environment to reach 82</p> <p>Well-being to reach 5.35 Student Motivation to reach 4.5 Classroom Behaviour to reach 2.3 Student Safety to reach 3.7</p>
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<p>Student Pathways and Transitions</p>	<p>To improve transition into, through and out of the school.</p>	<p>As for student learning plus Parent opinion - Transitions across the strategic planning period to be at mean of 5.8 or above by 2012. Student opinion – Student attitudes to school survey data and PoLT data indicates greater levels of satisfaction in all areas as students’ progress through the school</p>	<p>Transition to be at a mean of 5.6 or above.</p> <p>PoLT data to show a 0.5 increase in satisfaction in all areas.</p>
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Implementation

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How 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>Student Learning Renew the focus on exemplary teaching and learning practices designed to improve student achievement in Literacy and Numeracy</p> <p>Strengthen purposeful teaching</p> <p>Review the 'e-learning' plan and implement agreed improvements</p>	<ul style="list-style-type: none"> ▪ Use models such as PoLT and E5 to develop a shared understanding and common language of how children best learn and what constitutes effective instruction in English. ▪ Expanding Numeracy coaching to teachers not coached in 2008. (Coach) ▪ PLAT training ▪ Online Numeracy testing P-2 and On Demand Testing 3-6 ▪ Implementing teaching and learning strategies which reflect individual needs of all children. 	<p>*-Staff Meetings and PLT meetings -Curriculum Day on English</p> <p>* Individual Coaching sessions -CRT to be employed for coaching interview times if budget allows. -Coach working at Staff meeting/PLT' and unit meetings. -Co-ordinator/team professional learning</p> <p>*Staff/PLT and unit meetings. -Individual Learning Plans and Negotiated</p>	<p>*-Curriculum and Literacy Co-ordinators. -Network Staff</p> <p>*Teachers not coached in 2008. *Maths coach *Principal to ensure coaching is t/abled</p> <p>*Numeracy Co-ordinator *Classroom Teachers Curriculum co-ordinator</p>	<p>*-Term 1 -Ongoing as opportunities present.</p> <p>*Ongoing throughout the year.</p> <p>*Ongoing throughout year.</p>	<ul style="list-style-type: none"> ▪ Improved collegiate discussions evidenced in minutes /agendas etc and Planning documents reflect the POLT and E5 language. ▪ Coaching program evident with positive changes to teaching practices demonstrated through PDP reviews; ▪ Individual self-assessment data to reflect evidence of grouping to point of need as interpreted through evaluation data.

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	<ul style="list-style-type: none"> ▪ Ensuring literacy groupings demonstrate fluidity based on individual student needs and specific teaching focus. ▪ Students deemed at risk or identified as performing above expected standards to have ILIP's ▪ Coaching /observation /classroom visitation program which involves maths coach /teachers not coached in 2008 and Principal observations/coaching in all classrooms. ▪ Continuing with the Bell Park North B's Personal Devpt Program and Start of School Program to ensure students and teachers have a shared understanding of learning goals, purpose and direction. 	<p>Curriculum implemented</p> <p>*Coaching</p> <p>*Principal walkthroughs and discussions.</p> <p>*Teachers to implement program in own grades and discussions to be held at PLT and Unit Meetings</p>	<p>*Maths Coach and teachers who were not coached in 2008</p> <p>*Principal and all teaching staff.</p> <p>*Libby Hunt Sue Williams Jill Gillies</p> <p>*Principal Teachers Classroom SSO's</p> <p>*Curriculum /co-ordinator and classroom teacher. *Principal</p>	<p>*Ongoing throughout the year.</p> <p>*Fortnightly</p> <p>*Term 1 and then ongoing.</p> <p>*Set up start of year then looked at at mid/end year review times. *Ongoing</p> <p>Term 1 and</p>	<ul style="list-style-type: none"> ▪ Improved collegiate discussion and analysis of student data – Assessed by coach through one on one coaching sessions. ▪ Improved collegiate conversation and practices as evident in staff reflective practices. E.g PLT agendas and minutes. • Improved student performance as per ILIP's

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	<ul style="list-style-type: none"> ▪ Staff PDP's to focus on goal of meeting individual learning needs of children. ▪ Create a learning environment characterised by high expectations of student achievement. ▪ Ensuring learning time is maximised by timetabling daily 2hrs for literacy. ▪ Strengthen capacity of teachers to use data, evidence and multiple sources of feedback to inform teaching and learning programs and practice. ▪ Support teachers to be at leading edge of knowledge and skills re : purposeful teaching and learning practices, assessment for/as /of learning 	<p>*PDP proformas will state goal of meeting individual learning needs of children.</p> <p>*Class and individual goals, rubrics.</p> <p>*Negotiated learning goals for high achievers.</p> <p>-ILIP's</p> <p>-PLT meetings</p> <p>-Teachers Planning</p> <p>*Revisiting : -work program expectations.</p> <p>-Literacyblock concepts through PLT's / Curric, Day</p> <p>-Timetables</p> <p>*Staff review of School Level Report data. Assessment Schedule to be followed.</p>	<p>*Curriculum and Literacy Co-ordinator *Principal</p> <p>*All staff led by curriculum co-ordinator and Principal.</p> <p>Curriculum Co-ordinator ICT co-ordinator</p> <p>Ultranet Coach</p> <p>Principal All staff</p>	<p>ongoing.</p> <p>Term 1 and ongoing</p> <p>Term 1 and ongoing</p> <p>Term 1</p> <p>Term 1 and ongoing</p>	<ul style="list-style-type: none"> ▪ Individual staff PDP's to reflect evidence of catering for children's individual learning needs. • Achievement of individual and class goals. ▪ School wide t/table allows for 2hrs literacy and individual staff t/tables reflect this. ▪ Variety of assessment tools implemented. ▪ Positive changes to teaching practices demonstrated through planning and PDP reviews

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	<p>Implement the 2008 elearning plan devise</p>	<p>Professional learning in ICT for all staff</p> <p>Netbook familiarisation for 5/6 staff and ICT co-ordinator-School based and region professional learning..</p> <p>School participation in netbook trial.</p> <p>Integrating ICT into all classroom program delivery and assessment (PDP plans)</p>	<p>Curriculum Co-ordinator ICT Co-ordinator All staff</p> <p>Ultranet coach 5/6 staff & ICT co-ordinator</p> <p>5/6 staff ICT Co-ordinator Principal Technician</p> <p>All staff</p>	<p>Term 1 and ongoing</p> <p>Term 1 Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Professional learning activities and school programs reflect goals stated on elearning plan

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<p>Student Engagement and Well-being</p> <p>Develop in children a stronger willingness to take risks and ownership of their own learning by improving student abilities in self-managing their social and learning behaviours</p> <p>Implement improvements in the strategies that target levels of absence</p> <p>Strengthen the sense of partnership between home and school</p>	<ul style="list-style-type: none"> ▪ Embed a student-centred approach to learning where the student voice, student decision-making and student responsibility for their learning are central platforms for this approach. ▪ Support teachers in professional learning about teaching and learning practices designed to improve student engagement.- e.g. innovative use of ICT. ▪ Embed the Personal Learning domain into curriculum planning and teaching practices. ▪ Provide feedback to students about student opinion data. ▪ Establish focus groups of students to further investigate results of Attitudes to School Survey. 	<p>*PLT Meetings Planning Documents</p> <ul style="list-style-type: none"> • Junior School Council • Meeting with Principal • Leadership roles <p>PLT Meetings Professional Development Curriculum Days-designated time allowance</p> <p>“ “</p> <p>Meetings with students</p>	<p>*Curriculum Co-ordinator. Classroom Teachers</p> <p>Classroom Teachers</p> <p>ICT Co-ordinator Professional Development Co-ordinator.</p> <p>“ “</p> <p>Principal/ AP 5/6 Teachers</p>	<p>*Ongoing</p> <p>Term 1 Curriculum Days and ongoing</p> <p>“ “</p> <p>Term 3</p> <p>Term 3&4</p>	<ul style="list-style-type: none"> ▪ Individual teacher planning reflects needs of students and their involvement in curriculum planning and personal goal setting. ▪ PLT meetings to reflect professional development activities related to elearning plan and individual epotential data. ▪ Improved student survey and parent opinion data. ▪ Student survey for male students to show improvement in area of engagement. ▪ Action plans established for individual children who are continuously late- Register developed. <p>Parent opinion survey data to reflect evidence of improved awareness of school’s goals/programs.</p>

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	<ul style="list-style-type: none"> ▪ Continue to monitor gender differences in engagement and well being and take action e.g Empower, Success for boys. ▪ Identify children who are problematic in attendance / lateness and develop action plans for them. ▪ Improve parent awareness of school's vision and goals. 	<p>*PD Liaise with North Geelong Secondary college and investigate programs.</p> <p>*Use CASES data. -Individuals monitored -Newsletter articles. -Attendance Awards -"It's Not Okay to Be Away" program activities.</p> <p>Newsletter Assembly Information Nights B's Program</p>	<p>5 / 6 Middle Years</p> <p>Business Manager & Principal</p> <p>Assistant Principal / Principal Class Teachers</p> <p>Curriculum Co-ordinator Principal / AP Classroom Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 1 and then throughout the year.</p>	

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<p>Student Pathways and Transition Evaluate existing transition practices and implement agreed improvements</p> <p>Strengthen the in-school transition processes which track students' progress</p>	<ul style="list-style-type: none"> ▪ Improve quality of liaison and communication between preschools/school and school/Secondary college. ▪ Target transition questions on the parent opinion survey for specific review, understanding and improvement as required ▪ Produce a formalized timetable of transition activities for Kinder – Preo and end of year and widely publicise this on the web. ▪ Develop a policy to ensure smooth transition for mobile / transient students. 	<p>*Public relations -Brochure -Kinder Visits -Secondary School visits -Middle Years activities with Sec School Children</p> <p>*Analyse data with staff</p> <p>*Timetable Web page Production</p> <p>*Policy development at staff meeting and ensure all files of mobile/transient/new students are obtained and passed onto teacher</p>	<p>*Principal/ AP</p> <p>-Prep and 5/6 Teachers -Prep Transition and Middle Years Co-ordinators.</p> <p>All Staff</p> <p>*Transition Co-ordinator Business Manager Principal</p> <p>Classroom Teachers Assistant Principal Business Manager</p>	<p>*Ongoing</p> <p>Terms 3 / 4</p> <p>Term 2</p> <p>Prepared and implemented before end of year.</p>	<ul style="list-style-type: none"> ▪ Kinder / Secondary children participating in programs established with Preps and Year 5/6 children. ▪ Improved parent survey data in area of transition. ▪ Implementation of schedule of events reflecting transition of information across all year levels.

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	<ul style="list-style-type: none"> ▪ Enhance communication processes for sharing information regarding students across the school-formalise time and procedures used by teachers to exchange information about students. ▪ Ensure teaching and learning approaches used in different year levels is sequential and complementary ▪ Use whole school assessment schedule to develop a process by which student achievement can be tracked and monitored. ▪ Explore use of digital portfolios as a way to enhance the monitoring and tracking of student progress throughout their schooling 	<p>*Timetable -Assessment Schedule -Whole School Planner Summary of results page</p> <p>*Whole school Planner -B's Program</p> <p>*Revisit assessment and reporting policy and current assessment schedule</p> <p>*PLT Meetings Professional Development Assessment Schedule implementation</p>	<p>*Network Staff -All Staff -Curriculum Co-ordinator Literacy/ Numeracy Co-ordinators</p> <p>Curriculum co-ordinator Classroom Teachers</p> <p>Curriculum Co-ordinator Numeracy / Literacy Co-ordinators</p> <p>*ICT Teacher Classroom Teachers</p>	<p>*Term 2 Term 4</p> <p>Term 1 Term 4</p> <p>Term 4 Term 1</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Term planners / yearly scope and sequence organised across school. ▪ Revised assessment schedule implemented. • Digital portfolios developed for children in all grades across school.

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