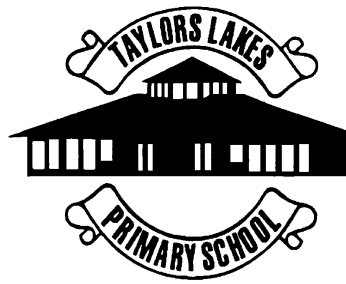


## Annual Implementation Plan 2011 Taylors Lakes Primary School 5258

Based on Strategic Plan developed for 2010- 2013



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.	✓
		Chris Sevior 8/12/10
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	✓
		Anne Fox 17/12/10



## Strategic Intent

	Goals	Targets	One Year Targets																														
<p><b>Student Learning</b></p>	<p>To maximise the numeracy &amp; literacy learning &amp; educational outcomes of every student.</p> <p>To maximise the instructional capability of all staff.</p> <p><b>WMR Goals</b></p> <p>To build high performing pedagogically skilled teams which are led by instructional leaders to achieve improved student learning outcomes for all students P-12 with a strong focus on literacy and numeracy</p> <p>Student learning goals as stated in the WMR Blueprint &amp; Keilor/St Albans Network AIP 2009 - 2012</p>	<ul style="list-style-type: none"> <li>Every student to improve at least one full VELs level every two years.</li> <li>Every student deemed capable to be performing at or above the expected SFO and NAPLAN band.</li> </ul> <p>Staff Opinion Survey Goal Congruence variable to remain above the state average throughout the strategic period.</p> <p>Parent Opinion Survey General Satisfaction variable to be above the state average throughout the strategic period.</p> <p><b>NAPLAN: Reading and Number</b></p> <p>All students in Years 3, 5, to be at or above the year-level appropriate Band (Bands 3, 5,) together with the following expectations:</p> <p><b>VELs Teacher Judgements: Reading and Number:</b></p> <p>All students to be at or above the expected year-level standard</p> <table border="1" data-bbox="1347 1163 1976 1434"> <thead> <tr> <th>Year level (end)</th> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>100% at or above 2.00</td> <td>100% at or above 2.00</td> </tr> <tr> <td>4</td> <td>100% at or above 3.00</td> <td>100% at or above 3.00</td> </tr> </tbody> </table> <table border="1" data-bbox="1347 1524 1976 1766"> <thead> <tr> <th>Year level</th> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>20% above Band 3</td> <td>20% above Band 3</td> </tr> <tr> <td>5</td> <td>20% above Band 5</td> <td>20% above Band 5</td> </tr> </tbody> </table>	Year level (end)	Reading	Number	2	100% at or above 2.00	100% at or above 2.00	4	100% at or above 3.00	100% at or above 3.00	Year level	Reading	Number	3	20% above Band 3	20% above Band 3	5	20% above Band 5	20% above Band 5	<p><b>VELs Teacher Judgements: Reading and Number:</b></p> <p>All students to be at or above the expected year-level standard</p> <table border="1" data-bbox="2041 537 2668 884"> <thead> <tr> <th>Year level (end)</th> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>90% at or above 2.00</td> <td>90% at or above 2.00</td> </tr> <tr> <td>4</td> <td>90% at or above 3.00</td> <td>90% at or above 3.00</td> </tr> <tr> <td>6</td> <td>90% at or above 4.00</td> <td>90% at or above 4.00</td> </tr> </tbody> </table> <p>To reduce the proportion of Year 3 students at or below minimum standards in Year 3 Reading from 9% to 5%</p> <p>To reduce the proportion of Year 3 students at or below minimum standards in Year 3 Numeracy from 10% to 5%</p> <p>To reduce the proportion of Year 5 students at or below minimum standards in Year 5 Reading from 15% to 10%</p> <p>To reduce the proportion of Year 5 students at or below minimum standards in Year 5 Writing from 9% to 5%</p> <p>To reduce the proportion of Year 5 students at or below minimum standards in Year 5 Numeracy from 16% to 10%</p> <p>Coaching staff in numeracy &amp; literacy teaching &amp; learning strategies.</p> <p>Explore explicit teaching strategies &amp; instructional models such as the e5.</p>	Year level (end)	Reading	Number	2	90% at or above 2.00	90% at or above 2.00	4	90% at or above 3.00	90% at or above 3.00	6	90% at or above 4.00	90% at or above 4.00
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<p><b>Student Engagement and Wellbeing</b></p>	<p>To provide a safe, caring &amp; stimulating learning community for all students.</p> <p>To reduce student absences over the Strategic Plan</p> <p>WMR Goals/Keilor/St Albans Network 2009 - 2012</p> <p>Every network school to be a vibrant learning community with positive management and engagement strategies that enable improved student learning outcomes in relation to student attendance and engagement.</p> <p><b>Student Engagement and Wellbeing goals as stated in the WMR Blueprint.</b></p>	<p>To increase the student safety mean in the Student Attitudes to Schools Survey to 5.50 by 2013 from 4.42 in 2010.</p> <p>The Staff Opinion Survey results to improve from 88.5 in 2010 to at or above 90.0 (on the 100 point scale) for student motivation and student orientation by 2013</p> <p>To increase average student attendance rates from 83% in 2010 to 90 % in 2013</p> <p>School enrolments to be greater than 540 through to 2013.</p>	<p>To increase the student safety mean in the Student Attitudes to Schools Survey to 4.80 by 2011 from 4.42 in 2010.</p> <p>The Staff Opinion Survey results to improve from 88.5 in 2010 to 89.0 (on the 100 point scale) for student motivation and student orientation by 2011</p> <p>To increase average student attendance rates from 83% in 2010 to 86 % in 2011</p> <p>School enrolments to be greater than 570 in 2011.</p>									
<p><b>Student Pathways and Transitions</b></p>	<p>Support all students in their transition into, through &amp; out of the school.</p> <p><b>WMR Goals</b></p> <p>To apply successful transition programs, with a focus on student retention, to maximise the education, training and employment options for all students in the Keilor/ St Albans network.</p> <p><b>Student Pathways and Transitions goals as stated in the WMR Blueprint</b></p>	<p><b>WMR Targets</b> <b>Parent Opinion Survey (POS):</b></p> <table border="1" data-bbox="1347 1213 1976 1444"> <thead> <tr> <th>Year</th> <th>Variable</th> <th>Minimum target network mean by 2012</th> </tr> </thead> <tbody> <tr> <td>P-12</td> <td>Transitions</td> <td>90%</td> </tr> <tr> <td></td> <td>General Satisfaction</td> <td>90%</td> </tr> </tbody> </table> <p>The proportion of parents reporting satisfaction with the preschool- to- school transition and orientation program and general satisfaction to improve from 62% in 2010 to 90% or above in 2013</p>	Year	Variable	Minimum target network mean by 2012	P-12	Transitions	90%		General Satisfaction	90%	<p>The proportion of parents reporting satisfaction with the preschool- to- school transition and orientation program and general satisfaction to improve from 62% in 2010 to 70% or above in 2011</p> <p>Increased communication and interaction with local kindergartens</p> <p>Develop and implement strategic transition programs (P-6) which improve student outcomes.</p> <p><b>Student Pathways and Transitions strategies as stated in the WMR Blueprint</b></p>
Year	Variable	Minimum target network mean by 2012										
P-12	Transitions	90%										
	General Satisfaction	90%										

## 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><b>Student Learning</b></p> <p>Enhance teacher practice through the development of an agreed school-wide pedagogy based on the e5 Instructional Model.</p> <p>Build the operational and educational efficacy of the school to enhance leadership and teacher capacity.</p> <p>Enhance teacher capacity to deliver differentiated pedagogical approaches, to ensure that all students are challenged and supported in their learning.</p>	<p>Create engaging physical learning environments.</p> <ul style="list-style-type: none"> <li>▪ Explore the instructional model e5.</li> <li>▪ Professional learning in e5.</li> </ul> <p>Strong instructional school leaders drive Numeracy &amp; Literacy teaching throughout network schools &amp; develop shared network common goals for literacy &amp; numeracy which are articulated in this school's Annual Implementation Plan</p> <p>Moderation to ensure common understandings &amp; to help with future planning &amp; assessment.</p> <p>Continue to explicitly teach Numeracy &amp; Literacy.</p> <p>Continued coaching from Anne Thorp (numeracy)</p> <p>Introduce literacy coaching from Sue Costelloe (WMR Consultant)</p> <p>Continue to support Bridges program throughout the school</p> <p>Develop teams and connect data to planning through Professional Learning Teams</p> <p>Targeting ESL students.</p>	<p>School budget</p> <p>Time allocated in meeting schedule</p> <p>School budget</p> <p>Time allocated in meeting schedule</p> <p>School Professional Development budget</p> <p>Time allocated in meeting schedule</p> <p>Teachers released/covered so that they can observe coaches working in classrooms.</p> <p>Curriculum Day on February 1<sup>st</sup> focusing on literacy</p> <p>Curriculum Day on February 3<sup>rd</sup> focusing on numeracy</p> <p>Allocate additional support to ESL students</p>	<p>Principal class team, Leading teachers and Professional Learning Teams</p> <p>Principal class team, Leading teachers, School consultants, PLT leaders and whole school teams</p> <p>Reading Recovery/ Literacy Intervention teacher</p> <p>Principal, Assistant Principal &amp; PLT leaders</p> <p>ESL Leader</p>	<p>Ongoing</p> <p>Curriculum days February 1<sup>st</sup> and 3<sup>rd</sup></p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Numeracy boards</p> <p>Classroom libraries</p> <p>Reading/maths journals</p> <p>All staff use maths lesson model</p> <p>Teachers, through coaches improving their practice</p> <p>Curriculum planning reflects the needs of ESL students</p> <p>PM Writing Prep – G6</p> <p>P – G6 building on Reading Recovery</p> <p>Use of learning intentions and success criteria in planning</p> <p>Regular literacy walks to occur with Principal, Literacy consultant, Assistant Principal (Curriculum) and teachers.</p> <p>Students to be picked up by Reading Recovery and Bridges program.</p> <p>Developing Professional Learning Teams which focus on connecting data with planning and examination of teacher practice</p> <p>Students assessed against the ESL Continuum.</p>

<p>Use data to inform planning.</p> <p>Build the capacity of teachers, students and parents in effectively using the Ultranet.</p>	<p>Use data at every level (region, network, school &amp; classroom) to analyse student learning &amp; to inform the actions that need to be taken.</p> <p>Introduce the use of the SPA program to collate all student data</p> <p>Integrate Ultranet in our school's core purpose and beliefs.</p> <p>Identify and support staff in completing appropriate Ultranet Online PL and help modules.</p> <p>Establish learning circles focusing on developing &amp; sharing expertise in Web 2.0 applications.</p> <p>Develop clear &amp; agreed expectations around quality curriculum planning &amp; delivery linked to collaborative online development.</p> <p>Teacher Performance &amp; development Plans include use of the Ultranet where appropriate to support professional learning goals.</p>	<p>Time allocated in meeting schedule</p> <p>Time release SPA Coordinator to observe how SPA is used effectively in other network schools</p> <p>School Budget</p> <p>Time allocated in meeting schedule</p>	<p>Principal class team, Leading teachers and Professional Learning Teams</p> <p>ICT Leading teacher and whole school</p> <p>ICT Leading teacher and whole school</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All teachers use data to inform their planning and teaching</p> <p>Classroom teachers provide evidence to support level during moderation</p> <p>All teachers are able to access student data on the SPA program and use this program effectively to inform planning, teaching and assessment.</p> <p>All staff has a shared vision of how the Ultranet is linked to improving learning &amp; teaching.</p> <p>Teachers meet regularly to develop curriculum plans, learning sequences &amp; resources for online sharing through the Ultranet.</p> <p>All teachers regularly use the Ultranet to monitor student progress.</p> <p>All teachers have worked with students to develop learning goals &amp; portfolios through the Ultranet.</p>
<p><b>Student Engagement and Wellbeing</b></p> <p>Provide a challenging, safe and nurturing learning environment.</p>	<p>Initiate a whole school approach to ILP's</p> <p>Student Social workers continue to work on developing programs eg "FIST" &amp; social skills programs with preps.</p>	<p>School Welfare Budget</p> <p>Time allocated in meeting schedule</p>	<p>Principal Class Team, Leading teachers and whole staff</p> <p>Sue Costelloe- Literacy Consultant</p> <p>Anne Thorp- Numeracy consultant</p>	<p>Start of Term 1 and 3</p> <p>Ongoing</p>	<p>ILPs developed for all student at risk or students working one level above expected level.</p> <p>FisT program successfully completed throughout the year.</p>

<p>Create a stimulating and safe learning environment with a focus on purposeful teaching</p>	<p>Continue with “Learning To Learn” focus at the beginning of term 1 &amp; continued throughout the year.</p> <p>Consistent approach by staff when dealing with students’ behaviour (inside &amp; outside)</p> <p>All teachers to have high expectations – raising standards</p> <p>Buddies program to continue – Preps with G4’s</p> <p>Continue the Chaplaincy Program</p> <p>Children with high absence rates to be carefully monitored</p> <p>Continue with “It’s Not OK to be away”</p> <p>Investigate programs for at risk students who don’t qualify for D &amp; I funding</p> <p>Create opportunities for student leadership</p>		<p>School Chaplain- Jasmine Crennan</p> <p>Assistant Principal –Welfare</p> <p>Student Leadership Coordinator</p> <p>Year 5/6 team</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All students participate in ‘Learning to Learn’ program at the start of school year.</p> <p>Classroom rules/expected behaviours consistent across the school.</p> <p>School absence rate falls.</p> <p>Students with high absence rates successfully monitored.</p> <p>Initiating the “Bridges Programs in Literacy &amp; Numeracy for students deemed “at risk”</p> <p>Active school student leadership team evident.</p>
<p>Build the capacity of teachers, students and parents in effectively using the Ultranet.</p>	<p>Conduct parent forums showcasing capacity of Ultranet to assist them in supporting students</p> <p>Test and export current attendance package / implement use of CASES 21 to collect attendance data.</p>	<p>School ICT Budget</p>	<p>ICT Leading teacher</p> <p>Whole staff</p>	<p>Ongoing</p>	<p>School leadership team conducts activities for informing the school community on the Ultranet at least three times over the year.</p> <p>All teachers record attendance online as part of daily practice.</p>



<p><b>Student Pathways and Transitions</b></p> <p>Improve transitions for students into, through and beyond the school</p>	<p>Introduce “Step Up Day” – transition between grade levels. Students go to a different teacher &amp; their new group. Mixes can be looked at to see if combinations of student’s work. This could also be done by rotating new groupings between their current teachers</p>	<p>Allocated time during class</p>	<p>Whole Staff</p>	<p>Term 4</p>	<p>Smoother transitions between grades and greater communication between teachers.</p>
<p>Increased communication &amp; interaction with local kindergartens.</p>	<p>Invite kindergartens access to our classroom &amp; specialist areas.</p> <p>Prep transition co-ordinator to visit kindergartens on a regular basis.</p> <p>Ongoing transition meeting/ sessions for kindergartens students and their parents</p>	<p>School Transitions Budget</p> <p>Allocate additional release time for Prep Transitions Coordinator</p>	<p>Principal</p> <p>Prep Transitions Coordinator</p> <p>Whole Staff</p>	<p>Ongoing</p>	<p>Smoother transitions for students beginning Prep in the following year.</p> <p>Parents greater informed about transition for students from Kindergarten to Prep.</p>
<p>Sharing student data between our school and network Secondary schools.</p>	<p>Grade 6 transition to Year 7 is continued throughout the year in liaison with Taylors Lakes SC</p> <p>Use the SPA program to transfer student data from Grade 6 to network Secondary schools</p>	<p>School Transitions Budget</p> <p>Allocate additional release time for Prep Transitions Coordinator</p> <p>Allocated time ICT Leading Teacher</p> <p>School Transitions Budget</p>	<p>Grade 6 Transitions Coordinator</p> <p>Grade 6 teachers</p> <p>Assistant Principal –Welfare</p> <p>ICT Leading Teacher</p>	<p>Ongoing</p> <p>Term 4</p>	<p>Smoother transitions for students beginning Year 7 in the following year.</p> <p>Parents greater informed about transition for students from Primary to Secondary School.</p> <p>Visits between our school &amp; Taylors Lakes SC – staff &amp; students doing a series of activities throughout the year.</p> <p>Greater communication between our school and network secondary schools.</p> <p>Our student’s data is transferred to network secondary destination allowing for differentiated learning to occur with greater efficiency.</p>