

Spotswood Primary School

3659

Annual Implementation Plan 2008

Based on Strategic Plan developed for 2008 - 2011



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.	[✓]
		Annia Dear 24/04/08]
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 student achievement in Literacy and Numeracy at all levels at Spotswood Primary School.	<p>Literacy:</p> <ol style="list-style-type: none"> To increase proportion of students achieving at or above the expected level at years prep, 2, 4 and 6 (based on teacher assessments against the VELs), to an average over the next 4 years of: <ul style="list-style-type: none"> Reading – 85% (average of last 4 years was 70%) Writing –85% (average of last 4 years was 67%) To increase the AIM matched student cohort growth from years 3 to 5 to an average over the next 4 years of: <ul style="list-style-type: none"> Reading – 1.0 average of last 4 years was 0.6) Writing – 1.0 (average of last 4 years was 0.9) <p>Numeracy:</p> <ol style="list-style-type: none"> To increase proportion of students achieving at or above the expected level at years prep, 2, 4 and 6 (based on teacher assessments against the VELs), to an average over 	<p>Literacy:</p> <ol style="list-style-type: none"> 76% of students in all years achieving at or above the expected VELs level in reading. 75% of students in all years achieving at or above the expected VELs level in writing. <p>Numeracy:</p> <ol style="list-style-type: none"> 81% of students are at or above the expected VELs level by the end of 2008.

		<p>the next 4 years of:</p> <ul style="list-style-type: none"> • Number – 85% (average of last 4 years was 80%) • Measurement, Chance and data – 85% (average of last 4 years was 80%) <p>2. To increase the AIM matched student cohort growth from years 3 to 5 to an average over the next 4 years of:</p> <ul style="list-style-type: none"> • Number – 1.0 (average of last 4 years was 0.6) • Mathematics – 1.0 (average of last 4 years was 0.6) 	
Student Engagement and Wellbeing	To improve student relationships and wellbeing across the school.	<ol style="list-style-type: none"> 1. To increase the year 5 and 6 'student safety' variable on the Students Attitudes to School Survey from 3.59 to 4.15 between 2007 and 2011. 2. To increase the year 5 and 6 'school connectedness variable on the Students Attitudes to School Survey from 4.04 to 4.24 between 2007 and 2011. 3. To reduce gender differences in student relationships by improving boys' connectedness to peers variable on the Students Attitudes to School Survey from 4.17 to 4.24 between 2007 and 2011. 4. To increase the Year 5 and 6 'student motivation' variable in the Students Attitudes to School Survey from 4.27 to 	<ol style="list-style-type: none"> 1. To increase the year 5 and 6 student safety results from 3.59 to 3.8 on the Students Attitudes to School Survey. 2. To increase the year 5 and 6 student connectedness results from 4.04 to 4.10 on the Student Attitudes to School Survey. 3. To reduce gender differences in student relationships by improving boys' connectedness with peers and student safety results from 4.17 to 4.19 on the Students Attitudes to School Survey. 4. To increase the Year 5 & 6 'Student Motivation' variable in the Students

		4.59 between 2007 and 2011, with no more than a 10% difference in the gender responses for this variable.	Attitudes to School Survey from 4.27 to 4.35.
Student Pathways and Transitions	To provide all students at Spotswood Primary School with effective transition programs.	<ol style="list-style-type: none"> 1. Improve school mean for Transitions variable on the Parent Opinion Survey from 5.21 in 2007 to 5.75 by 2011. 2. The proportion of parents reporting satisfaction with the preschool to school transition programs to be consistently above 90% as measured in Parent Opinion Survey. 3. 100% of students entering the school at non traditional grades and times to be provided with an effective transition program by 2011. 	<ol style="list-style-type: none"> 1. Improve school mean for Transitions on the Parent Opinion Survey from 5.21 to 5.35. 2. The proportion of parents reporting satisfaction with the preschool to school transition programs to be above 90%. 3. Establish procedures and programs for effective transition.

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
Student Learning - Ongoing support for the Professional Learning within the school, with particular emphasis on purposeful teaching through the application of the POLT and use of the ePotential Professional Learning Strategy.	- Develop an ICT Action Plan - Access the ePotential Professional Learning Strategy. - Conduct and analyse teacher/student survey (PoLT) - Select and focus on 2 principles for 2008 determined by results of survey. (PoLT)	- Allocation of PD time - Allocation of PD and meeting times	- Principal / Business Manager - Staff - PoLT Coordinator - All staff	- Term 1, 2008 and ongoing - 1 st half Term 1, 2008 - Term 1, 2008	- Improved staff capabilities in ICT evidenced by 100% of staff completing the e-potential survey. - That ICT is embedded into the curriculum evidenced through PRPS &/or planning documents. - Completion and analysis of teacher/student survey. (PoLT) - The focus on 2 PoLT principles. -

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<p>Student Learning</p> <ul style="list-style-type: none"> - The development of a whole school program to enable students to articulate their learning and use of thinking strategies to enhance their learning. - The allocation of an Early Years Literacy Co-ordinator with responsibility for bringing a more consistent approach to the teaching, learning and assessment of literacy in the Early Years. - Develop and embed a culture of higher expectations for improvement in student learning for literacy and numeracy. 	<ul style="list-style-type: none"> - Develop a thinking skills/tools program from Prep-6. - Oversee the Early Years programs. - Provide access to Gateways program. - Explore programs for highly able students across the curriculum. - Explore programs for students at risk in literacy & numeracy 	<ul style="list-style-type: none"> - Allocated time - Whole staff PD - Provision of support to teachers for planning, teaching and assessment. - Allocated time for Professional Learning - Access to programs 	<ul style="list-style-type: none"> - Leadership Team - Teachers P-2 Years Literacy Co-ordinator - English and Maths Co-ordinators - Teachers 	<ul style="list-style-type: none"> - Ongoing - As required - Ongoing 	<ul style="list-style-type: none"> - A thinking skills/tools program running from Prep – 6. - Improvement in the Student Achievement data in Assessment of Reading at 90-100% accuracy: <ul style="list-style-type: none"> • Prep to at least 80% • Y1 to at least 75% • Y2 to at least 95% -Improvement in the Teacher Judgements VELS Student Achievement data in Number : <ul style="list-style-type: none"> • Prep-2 to 100% • Y3 to at least 92% • Y4 to at least 95% • Y5 to 100% • Y6 to at least 95%

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	<ul style="list-style-type: none"> - Preparation for Student Self Assessment. - Exploration of the English and Maths Developmental Continua P-10 to assist in the planning of learning sequences P-6 - Developing a consistent language of learning across the school. 	<ul style="list-style-type: none"> Time to research and access information regarding student led interviews. - Parent Information Session - Allocated PD time - 'You Can Do It' Program 	<ul style="list-style-type: none"> - 5/6 teachers - Principal and 5/6 teachers - Teachers - All staff 	<ul style="list-style-type: none"> - Term 1, 2008 - Student led interview Term 4, 2008 - Term 2, 2008 - Term 2, 2008 - Introduction Term 1, 2008 	<ul style="list-style-type: none"> - Grade 6's to conduct a student led interview. - That the Developmental Continua is used to support planning and assessment. - Students, teachers and parents beginning to use a common language of learning incorporating the values underpinning the YCDI program.
Student Engagement and Wellbeing <ul style="list-style-type: none"> - Continued provision of opportunities for all teachers and integration aides to access appropriate professional development in order to ensure that they are able to effectively support the school's policies and programs with respect to 	<ul style="list-style-type: none"> - The development of a whole school PD plan which incorporates the school goals. - The development of individual PD plans. - For new staff to be brought up to date with current initiatives in the school. 	<ul style="list-style-type: none"> - Allocation of funding to ensure professional development for teachers and integration aides - Acting leading teacher to co-ordinate curriculum, planning and development 	<ul style="list-style-type: none"> - Leadership Team 	<ul style="list-style-type: none"> - Term 1, 2008 	<ul style="list-style-type: none"> - Professional development plans which attend to the needs and strategies of the school as well as individuals.

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<p>student engagement and wellbeing, via the following improvement strategies.</p> <p>- Explicit teaching of skills to develop 'resilience' in students through current programs and/or additional programs.</p> <p>- Providing a regular forum for students throughout the school to express their views on safety and behaviour issues.</p> <p>Promoting more extensive</p>	<p>- To continue the 'Values Program'.</p> <p>- Expand the buddy program.</p> <p>- "You Can Do it" program</p> <p>- 'Zero' tolerance to Bullying.</p> <p>- Classroom meetings</p> <p>- Administer Polt Student Opinion Survey (Prep-6)</p> <p>- Primary Council</p> <p>- School Captains and</p>	<p>- Class time allocated to buddy activities throughout the year.</p> <p>- Special whole school "Buddy" activity days during the year.</p> <p>- Time for staff to discuss and select a program.</p> <p>- Develop action plan document including timeline.</p> <p>- Classroom</p> <p>- Allocate time</p> <p>- Allocate time</p>	<p>- Staff</p> <p>- Polt Coordinator & Teachers</p> <p>- 2 x staff to coordinate the Primary Council</p>	<p>- Term 1 and then ongoing.</p> <p>- Term 1 and then ongoing.</p> <p>- Term 2</p> <p>- Initial set up Term 1 and then ongoing</p>	<p>- To increase the year 5 and 6 school and peer connectedness results in the Student Attitudes to School Survey to 4.3 in 2008.</p> <p>- For all students to have an understanding of the 'Spotswood Values'. For all students to demonstrate the behaviours underpinning the 'Spotswood Values'</p> <p>- To increase the year 5 and 6 student Safety results in the Student Attitudes to School Survey to 3.95. Positive responses (50%) to data from student opinion surveys (Prep – 6) which will be used for reflection and change.</p> <p>-To provide leadership opportunities for students,</p>

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student leadership activities to give more students the opportunity to experience a variety of leadership roles appropriate to their age.	Vice Captains - School safety club		- 2 class captains to attend Primary Council	- Monthly meetings or as required	whereby the SOHQ Student Decision Making variable is increased to 70 on the 100 point scale
Student Pathways and Transitions - Development of a Prep transition survey for parents to establish parent perceptions about the strengths and weaknesses of the transition to school program.	- Organise a transition committee to monitor current transition processes between kindergarten and prep. - Develop the Prep transition survey. - Liaison with local kindergartens.	- Distribute surveys to prep families. - Time release to implement liaison program. - Pre organised dates set for ongoing visits throughout 2008. - Annual budget allocated to maintain program. - Kindergarten visits by Year 5/6 students & buddies. - Preps to visit kindergartens	- Prep teachers - Principal - Kindergarten teachers	- Term 1, 2008 - Ongoing	- Prep transition survey completed. - Compile record of interaction between school and local kindergartens with parent Opinion Survey Transition variable increased to 25% to 5.6 on the 7 point scale

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<ul style="list-style-type: none"> - Development and documentation of a transition program for students moving from Prep (VELS Level 1) to Years 1/2 (VELS Level 2), from Years 1/2 to year 3/4 (Level 3) and from Years 3/4 to Years 5/6 (Level 4). - Development and documentation of a transition program for students entering and exiting the school at non traditional grades and times. Investigate further opportunities for Grade 5/6 students to interact with students from receiving secondary schools in extension and co-curricula activities. 	<ul style="list-style-type: none"> - Sharing and exploration of ideas to support transition. - Sharing and exploration of ideas to support transition. - Explore possibilities of a mentor program between year 6 and 7 teachers at receiving secondary schools, to facilitate interactions with students. 	<ul style="list-style-type: none"> - Allocate PD time. - Collection of anecdotal information about issues arising during transition periods. - Allocate PD time. - Collection of anecdotal information about issues arising during transition periods. - Pre organised dates set for ongoing visits throughout 2008. - Teacher visits to receiving secondary schools. - Annual budget allocated to maintain program. 	<ul style="list-style-type: none"> - Transition committee - Staff - Transition committee - Staff - Transition Committee - Staff 	<ul style="list-style-type: none"> - Ongoing - Ongoing - Term 2 and 3, 2008 	<ul style="list-style-type: none"> - For our parent opinion survey data in transition to improve to 25% to 5.6 on the 7 point scale - Parent opinion survey data in transition to improve 25% 5.6 on the 7 point scale - Document the shared activities year 6 and year 7 teachers participate in. - Parent opinion survey data in transition to improve to 25% to 5.6 on the 7 point scale

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P&DC accreditation	1. Accreditation readiness questionnaire aimed at preparation for external verification and accreditation 2. Teacher questionnaire to evaluate how teachers view effectiveness of the school's performance and development practice 3. Compile documentation and evidence of performance and development practice	Allocation of PD and meeting times	- Leading Teacher - All staff	- Completed by Term 3, 2008	Performance and Development Accreditation -Improved teaching and learning evidenced by achieving the one year targets in Literacy & Numeracy.