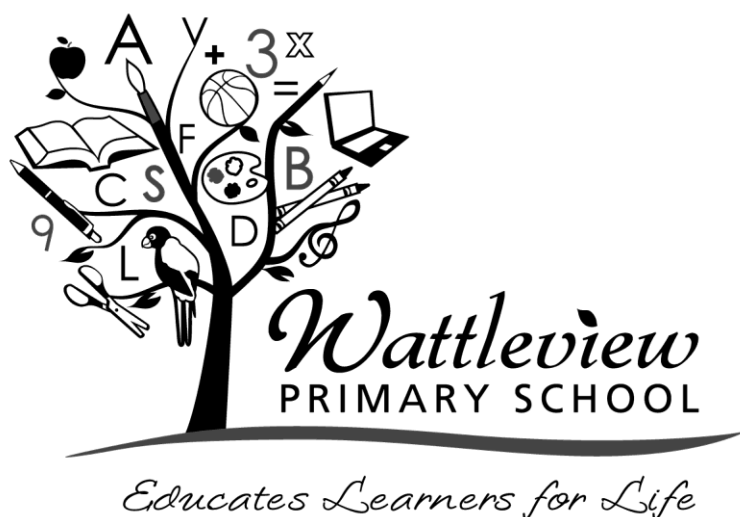


# Annual Implementation Plan 2011 Wattleview Primary School 5012

Based on Strategic Plan developed for 2011 – 2014



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.	
		ELAINE WILSON MARCH
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	[Insert Tick Here]
		KATE MITCHELL MARCH



## Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>Student Learning</p> <ol style="list-style-type: none"> <li>1 Build quality teacher instructional practice based on the e5 Model.</li> <li>2 Use multiple sources of data to plan a personalised learning approach that ; -reflects an understanding of how students learn, differentiates classroom programs for all students, makes learning explicit for each student.</li> <li>3. Build teacher capacity for strong and distributed Instructional Leadership</li> </ol>	<p><b>TEACHER JUDGEMENTS</b> By 2014 the percentage of students P-6 achieving above VELs expected levels (score A or B) by :</p> <p>Reading – 45 % (current 31%) Writing – 30% (currently 19%) Speaking and Listening 35% (currently 11%) Measurement Chance and Data – 35% (currently 10%) Number – 35% (currently 17%)</p> <p><b>NAPLAN</b> To reduce the percentage of students deemed capable who are achieving below the national minimum standards in reading, writing and numeracy to nil To improve the percentages of students achieving in the top two bands as follows</p> <p><b>Year 3</b> - % at Bands 5&amp;6 Reading 50% (currently 47%) Writing – 50% (currently 44%) Number – 45% (currently 34%)</p> <p><b>Year 5</b> - % at Bands 7&amp;8 Reading – 45% (currently 37%) Writing – 35% (currently 18%) Numeracy 35% (currently 18%)</p> <p><b>ENGLISH ONLINE INTERVIEW</b> To improve the percentage of students at group 3 and above in each year level P-2 for reading, speaking and listening and writing to 90%</p> <p><b>STAFF OPINION SURVEY</b> By 2014 Staff Opinion Survey data will show an improvement in Curriculum Coordination at or above 4.0 (currently 3.2)</p>	<p><b>TEACHER JUDGEMENTS</b> By 2011 the percentage of students P-6 achieving above VELs expected levels (score A or B) by :</p> <p>Reading – 36 % (current 31%) Writing – 22% (currently 19%) Speaking and Listening 17% (currently 11%) Measurement Chance and Data – 16% (currently 10%) Number – 22% (currently 17%)</p> <p><b>NAPLAN</b> To reduce the percentage of students deemed capable who are achieving below the national minimum standards in reading, writing and numeracy to nil To improve the percentages of students achieving in the top two bands as follows</p> <p><b>Year 3</b> - % at Bands 5&amp;6 Reading 48% (currently 47%) Writing – 46% (currently 44%) Number – 37 % (currently 34%)</p> <p><b>Year 5</b> - % at Bands 7&amp;8 Reading – 39 % (currently 37%) Writing – 23% (currently 18%) Numeracy 23% (currently 18%)</p> <p><b>ENGLISH ONLINE INTERVIEW</b> To improve the percentage of students at group 3 and above in each year level P-2 for reading, speaking and listening and writing to 90%</p> <p><b>STAFF OPINION SURVEY</b> By 2011 Staff Opinion Survey data will show an improvement in Curriculum Coordination at or above 3.4 (currently 3.2)</p>

		<p>By 2014 Staff Opinion Survey data will show an improvement in Professional Growth at or above 4.25 (currently 3.6)</p> <p>By 2014 Staff Opinion Survey data will show an improvement in Learning Environment at or above 4.1 (currently 3.4)</p>	<p>By 2011 Staff Opinion Survey data will show an improvement in Professional Growth at or above 3.8 (currently 3.6)</p> <p>By 2011 Staff Opinion Survey data will show an improvement in Learning Environment at or above 3.6 (currently 3.4)</p> <p>100% of students identified at being at risk</p>
Student Engagement and Wellbeing	<p>Student Wellbeing</p> <p>1. Provide a stimulating learning environment, that focuses on the promotion of positive relationships; resilience, wellbeing and engagement in learning</p>	<p>By 2014 student absence data will show an improvement for year levels and cohorts so the averages decline 2011 – 2014 and stabilise at 12.5 (currently 13.2)</p> <p>By 2014, the school mean in the years 5 &amp; 6 School Connectedness component of the Attitudes to School Survey to be at or above 4.45 (currently 4.16)</p> <p>By 2014, the school mean in the Years 5 &amp; 6 Student Safety component of the Attitudes to School Survey to be at or above 4.45 (currently 4.08)</p> <p>By 2014 the school mean in the Years 5 &amp; 6 Stimulating Learning component of the Attitudes to School Survey to be at or above 4.3 (currently 3.90)</p>	<p>By 2011 student absence data will show an improvement for year levels and cohorts so the averages decline in 2011 and stabilise at 13.0 (currently 13.2)</p> <p>By 2011, the school mean in the years 5 &amp; 6 School Connectedness component of the Attitudes to School Survey to be at or above 4.25 (currently 4.16)</p> <p>By 2011, the school mean in the Years 5 &amp; 6 Student Safety component of the Attitudes to School Survey to be at or above 4.15 (currently 4.08)</p> <p>By 2011 the school mean in the Years 5 &amp; 6 Stimulating Learning component of the Attitudes to School Survey to be at or above 4.0 (currently 3.90)</p>
Student Pathways and Transitions	<p>Student Transition and Pathways</p> <p>1. To improve student's readiness for the next stage of learning.</p>	<p>By 2014 the school mean in parental satisfaction with the quality of student transitions to be at or above 5.70 (currently at 5.44)</p>	<p>By 2011 The parental satisfaction with the quality of student transitions to be 5.50 or higher.</p>

## Implementation

Key Improvement Strategies and Significant Projects	<b>What</b> (Actions) the activities and programs required to progress the key improvement strategies	<b>How</b> (Resources) the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<ol style="list-style-type: none"> <li>1. Build quality instructional teacher practice based on the e5 Model.</li> <li>2. Use multiple sources of data to plan a personalised learning approach that ; -reflects an understanding of how students learn, differentiates classroom programs for all students, makes learning explicit for each student.</li> <li>3. Build teacher capacity for strong and distributed Instructional Leadership</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to introduce e5 through professional learning forums.</li> <li>• Develop teacher understanding of assessment through the use of the SPA program</li> <li>• Follow DEECD guidelines with regards to ULTRANET implementation.</li> <li>• Principal class to be involved in Instructional Rounds</li> </ul>	<p>Meetings scheduled to implement e5 through use of Inter@ct curriculum and Ultranet</p> <p>Prof. Learning Forums and teams meetings to analyse data and inform planning in Reading</p> <p>Meeting times scheduled at whole school and team levels.</p> <p>Commence using Inter@ct as a Curriculum Planning Tool</p>	<p>All Staff</p> <p>All Staff</p> <p>Lead Users</p> <p>All Teaching Staff</p>	<p>Term planner schedules fortnightly meetings for Professional Learning Forums</p> <p>Term 2 and Term 3</p> <p>All Year</p> <p>Term 1</p>	<ul style="list-style-type: none"> <li>▪ Evidence of growth and improvement across the e5 levels through the e5 competency tool self audit.</li> <li>▪ Evidence of differentiation for student learning in VELs/ National curriculum planning documentation. Use of SPA program to inform planning in Reading.</li> <li>▪ All staff and students to have their own landing page to enable home and school communications. Students to have a portfolio.</li> <li>▪ Principal attendance at Network instructional rounds each term.</li> <li>▪ Agreement on a school wide curriculum document that shows sequential teaching/learning/assessment practices.</li> <li>▪ Development of a whole school approach to pedagogy</li> <li>▪ Agreement of a school wide process for ILP's.</li> </ul>

	<ul style="list-style-type: none"> <li>Investigate and trial a whole school approach to pedagogy and curriculum</li> </ul>	Develop an Assessment Schedule P-6	Student Learning Team and whole staff at staff meeting forums	All year	
1 Embed a whole school engagement and well-being action plan within a stimulating learning environment, that includes proactive strategies that focus on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning.	<ul style="list-style-type: none"> <li>Reduce student absences by continuing to monitor their attendance through regular communication links via school and home.</li> <li>Increase school connectedness by consolidating our shared beliefs with students and staff by reinforcing the school's purpose and values.</li> </ul>	<p>Monitor and record student absences and contact parents for response.</p> <p>Continue to promote "it's not ok to be away"</p> <p>Maintain all existing social competency programs. Training of staff as required.</p> <p>Train two staff in 'Solving the Jigsaw'</p> <p>Continue Leadership Training in Level 4</p>	<p>Class teachers and office personnel</p> <p>Teaching Staff</p> <p>Targetted staff</p> <p>Level 3 and Level 4</p> <p>Leading Teachers / Level Coordinator</p>	<p>Ongoing</p> <p>Ongoing through newsletters, assemblies, information nights and awards.</p> <p>All year</p> <p>Term 2</p> <p>Term 1 and Term 4</p>	<ul style="list-style-type: none"> <li>Reduction in student absences from 13.2 – 13.0 with an emphasis on year 3,4,5 cohort .</li> <li>Greater parental understanding of school expectations for student attendance</li> <li>Common language evident within school culture</li> <li>Students taking responsibility for resolving wellbeing issues</li> <li>Growth of student voice from 4-6 from a teacher directed model to a more student directed learning model</li> <li>Increased parent involvement in school activities including school assemblies and whole school events</li> <li>Enhanced student relationships in Level 4 reflected in Student Opinion Survey of Student Connectedness</li> <li>Reduction of incidents regarding bullying issues in general</li> <li>Improved scores in student safety Yr5 &amp; 6 means of Student Opinion</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Improve student safety by focussing on cyber bullying and general bullying P-6 through ICT and current social competencies programs. Implementation of 'Solving the Jigsaw' throughout level 4. Maintain the language of Restorative Practices</li> <li>▪ Create a stimulating learning environment that motivates and encourages students to develop confidence and to take responsibility for their own learning.</li> </ul>	<p>Whole school community events e.g. fun nights, information nights, market night, 40 year celebration</p> <p>Conduct student and parent sessions on Cyber Bullying. Continue to implement Restorative Practices and to incorporate 'Solving the Jigsaw' and including all other current programs</p> <p>Curriculum delivery through Australian Developmental Curriculum, Inquiry Learning and Reflective Practices</p>	<p>Whole school community</p> <p>Stride Foundation</p> <p>Salvation Army</p> <p>AMCA</p> <p>Chaplain</p> <p>Level 3 and 4 Teachers</p> <p>Parent Community</p> <p>All Teaching and ESO staff</p>	<p>Activities scheduled for each term.</p> <p>All Year</p> <p>All Year</p>	<ul style="list-style-type: none"> <li>• Evidence of goal setting and reflective from P-6 in their learning</li> <li>• Improved scores in aggregated Year 5 &amp; 6 means for Stimulating learning Environment; results for Yr 5 &amp; 6 to be more comparable and gender differences to be more comparable.</li> <li>• Use of Student Engagement and Wellbeing document by Whole School Community</li> </ul>
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<p>1. Plan and implement transitions programs and pathways for all students through the school, with a focus on students with identified needs and the transition between years 2 and 3.</p>	<ul style="list-style-type: none"> <li>Review/audit transition practices throughout the school</li> <li>Investigate a mini expo of local secondary schools to be held at Wattleview</li> </ul>	<p>Regular meetings within and across levels</p> <p>Administer a follow up survey to prep parents and year 6 students</p> <p>Invite Secondary Colleges in the local area to showcase their schools at an Expo at WVPS</p>	<p>All teaching staff</p> <p>Level 4 staff</p> <p>SPT Transition Team</p>	<p>Term 3 and Term 4</p> <p>Term 1 – 2</p> <p>Term 1</p>	<ul style="list-style-type: none"> <li>100% of surveyed families to respond .</li> <li>Transition variable in the parent survey to be 5.6 or higher.</li> <li>Successful implementation of expo</li> </ul> <p>Develop a list of recommendations from the audit</p>