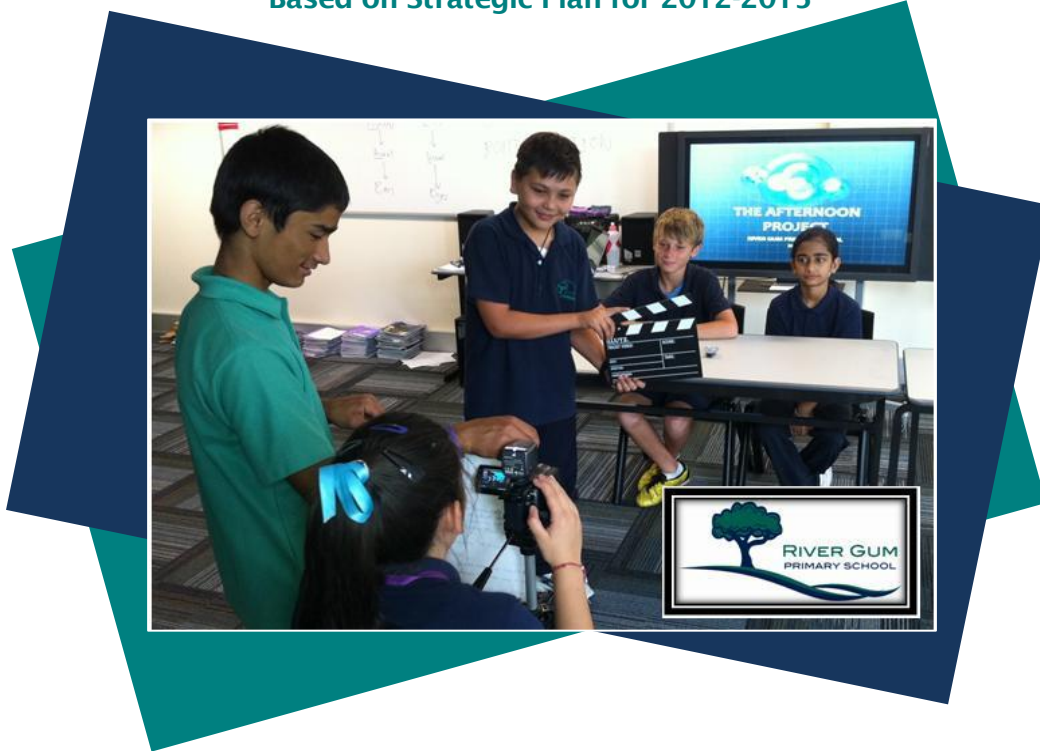


ANNUAL IMPLEMENTATION PLAN 2012

River Gum Primary School No: 5130

Based on Strategic Plan for 2012-2015



<p>Endorsement by School Principal</p>	<p>Name: Mrs Roma McKinnon</p>
<p>Endorsement by School Council</p>	<p>Name: Mr Brad Moroney</p>
<p>Endorsement by Regional Network Leader</p>	<p>Name: Mr Brian Mills</p>

Strategic Intent

<u>Strategic Plan 2012-2015</u>	Goals	Targets	One Year Targets
<p><u>Student Learning</u></p> <p>To improve student learning outcomes with a focus on Literacy and Numeracy.</p>	<p>Build a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes.</p> <p>Embed a culture of high expectations for students, for staff and for the engagement of all members of the school community.</p> <p>Enhance teaching and learning through the development and application of an agreed whole- of-school pedagogy.</p>	<p>75% of Year 3 and 5 students to be at or above the National minimal standard.</p> <p>2011 Performance at or above:</p> <ul style="list-style-type: none"> ○ Year 3: 11% ○ Year 5: 8% <p>Increase the percentage of students above the expected level (C) in writing, speaking and listening according to teacher judgement, by 50%.</p> <p>2011 performance of students achieving above:</p> <ul style="list-style-type: none"> ○ Speaking and Listening: 11% ○ Writing: 8% <p>Improve the Writing of the matched cohort from Year 3 to Year 5 by one full VELS level according to NAPLAN data.</p>	<p>Performance of students at or above the minimum standard in Year 3 will increase from 11% to 25% according to the National Minimum standard in Number for 2013.</p> <p>Performance of students at or above the minimum standard in Year 5 will increase from 8% to 25% according to the National Minimum standard in number for 2013.</p> <p>Performance of students operating above the expected will increase from 11% to 15% according to teacher judgements in Speaking and Listening for 2013.</p> <p>Moderated writing outcome targets for students according to teacher developed Non-Fiction Writing Rubrics :</p> <ul style="list-style-type: none"> ● P-2: 80% at or above the expected level of achievement ● 3-6: 80% at or above the expected level of achievement
<p><u>Student Engagement and Wellbeing</u></p> <p>To improve student engagement and wellbeing.</p>	<p>Enhance community cohesion by the promotion of the school's vision and Pedagogical Master Plan in order to embed student-centred curricula and teaching and learning practices.</p>	<p>Increase the students' Attitudes to Schools Survey response in relation to Student Distress and Student Morale, to the 4th quartile by 2015.</p>	<p>Increase the Attitude to School's survey response in relation to student distress and student morale moving towards the 75th percentile.</p>
<p><u>Student Pathways and Transition</u></p> <p>To improve student transitions into, through and beyond the school.</p>	<p>Further develop a sense of community where staff, parents and stakeholders are committed to working collaboratively to facilitate improvement in student transition and learning outcomes.</p>	<p>Increase the Parent Opinion survey in relation to transitions to the 4th quartile by 2015</p>	<p>Parent Opinion survey outcomes moving towards the 50th percentile in the category of Transition.</p>

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 style="text-align: center;"><u>STUDENT LEARNING</u></p> <p>To improve student learning outcomes with a focus on Literacy and Numeracy.</p> <p style="text-align: center;">Goal 1</p> <p>Enhance teaching and learning through the development and application of an agreed whole-of-school pedagogy in Numeracy-Number.</p>	<p style="text-align: center;"><u>Big Ideas in Number</u></p> <p>Implement a whole school framework for Numeracy based upon:</p> <ul style="list-style-type: none"> evidence based research in 'The Big Ideas in Number' by Diane Siemon. Whole School Implementation of Multimedia and Multiliteracies <p><u>CAFE</u></p> <p>Implement a school wide approach on anecdotal assessment and tracking of student learning outcomes in Numeracy utilising the Ultranet.</p>	<p><u>System Improvement Model (SIM)</u></p> <p>The SIM funds will be utilized to implement the Big Ideas in Number and the CAFE model. It will also include Leadership coaching, funding the Teaching and Learning Coach, Professional Learning and Numeracy support.</p> <p><u>SIM Funded Personnel</u></p> <p>AP – Latham Burns</p> <p>LT– Margaret Dolan</p> <p><u>DEECD funded</u></p> <p>TPL – Amanda McLean & Robyn Trzeciak</p>	<p><u>RMIT Researcher:</u></p> <p>Dianne Siemon</p> <p><u>Assistant Principal (Acting) - Director of Teaching and Learning / Teaching and Learning Coach:</u></p> <p>Latham Burns</p> <p><u>Leading Teacher (Acting)</u></p> <p>Margaret Dolan</p> <p><u>Leaders of Learning - Numeracy:</u></p> <p>Amanda McLean and Robyn Trzeciak</p> <p><u>ES Numeracy/ESL Intervention:</u></p> <p>Ann Harvey Glenda Balcke</p>	<p>Ongoing professional learning for the Big Ideas in Number, CAFÉ and Ultranet for school-wide implementation.</p> <p>Weekly meeting time for e5 Instructional Mentoring conversations with a focus on the Numeracy goal.</p> <p>Weekly PLT meetings during shared release time will focus on data informed planning and moderation.</p>	<p><u>NAPLAN Outcomes</u></p> <p>Performance of students at or above the minimum standard in Year 3 will increase from 11% to 25% according to the National Minimum standard in Number for 2013.</p> <p>Performance of students at or above the minimum standard in Year 5 will increase from 8% to 25% according to the National Minimum standard in number for 2013.</p> <p><u>Performance and Development Culture</u></p> <p>All teachers and ES Intervention personnel will have documented anecdotal evidence of individual student goals, targeted instruction and teacher observation of student work in Number.</p>

<p style="text-align: center;"><u>STUDENT LEARNING</u></p> <p>To improve student learning outcomes with a focus on Literacy and Numeracy.</p> <p style="text-align: center;">Goal 2</p> <p>Enhance teaching and learning through the development and application of an agreed whole-of-school pedagogy in Literacy-Speaking & Listening.</p>	<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>Implement a whole school framework for Literacy, including ESL/Speaking and Listening based upon:</p> <ul style="list-style-type: none"> Daily 5 Literacy model and Non-Fiction Writing Whole School Implementation of Multimedia and Multiliteracies <p><u>CAFE</u></p> <p>Implement a school wide approach on anecdotal assessment and tracking of student learning outcomes in Literacy utilising the Ultranet.</p> <p><u>Wannik</u></p> <p>To continue the implementation of KELP</p>	<p><u>System Improvement Model (SIM)</u></p> <p>The SIM funds will be utilized to implement the Big Ideas in Number and the CAFE model. It will also include Leadership coaching, funding the Teaching and Learning Coach, Professional Learning and Literacy/ESL support.</p> <p><u>SIM Funded Personnel</u></p> <p>AP – Latham Burns</p> <p>LT- Margaret Dolan</p> <p><u>SRP Funded Personnel</u></p> <p>AP – Fiona Pratt</p> <p>LT (0.6) – Jeremy Trzeciak</p> <p>LT – Allison King (Wannik)</p> <p><u>DEECD/SMR funded</u></p> <p>TESOL / Refugee Bridging program– Lyn Cockerell</p>	<p><u>Assistant Principal – Pathways & Transition:</u></p> <p>Fiona Pratt</p> <p><u>Assistant Principal (Acting) - Director of Teaching and Learning / Teaching and Learning Coach:</u></p> <p>Latham Burns</p> <p><u>Leading Teacher – Director of Multimedia and Performing Arts:</u></p> <p>Jeremy Trzeciak</p> <p><u>Leaders of Learning – Literacy:</u></p> <p>Katherine Dimopoulos and Lyn Cockerell</p> <p><u>ES Literacy/ESL Intervention:</u></p> <p>Ann Harvey Glenda Balcke</p> <p><u>Leading Teacher - Wannik:</u></p> <p>Allison King</p>	<p>Ongoing professional learning for Speaking and Listening, ESL, CAFÉ and Ultranet for school-wide implementation.</p> <p>Weekly meeting time for e5 Instructional Mentoring conversations with a focus on the Literacy goal.</p> <p>Weekly PLT meetings during shared release time will focus on data informed planning and moderation.</p>	<p><u>NAPLAN Outcomes</u></p> <p>Performance of students operating above the expected level will increase from 11% to 15% according to teacher judgements in Speaking and Listening for 2013.</p> <p>Moderated writing outcome targets for students according to teacher developed Non-Fiction Writing Rubrics :</p> <ul style="list-style-type: none"> P-2: 80% at or above the expected level of achievement 3-6: 80% at or above the expected level of achievement <p><u>Performance and Development Culture</u></p> <p>All teachers and ES Intervention personnel will have documented anecdotal evidence of individual student goals, targeted instruction and teacher observation of student work in Number.</p>
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<p><u>STUDENT ENGAGEMENT</u></p> <p>To improve student engagement and wellbeing.</p> <p>Goal 3</p> <p>Enhance community cohesion by the promotion of the school's vision and Pedagogical Master Plan in order to embed student-centred curricula and teaching and learning practices.</p>	<p><u>Student Voice</u></p> <p>Establish a student voice executive team with sub teams for community, school pride, multiliteracies and the Ultranet. The focus of this will be linked to Goal #2: Literacy: Speaking and Listening/ESL.</p> <p><u>Healthy Eating Program</u></p> <p>Students design menus and prepare food from the school vegetable garden. The focus of this will be linked to Goal #2: Literacy: Speaking and Listening/ESL.</p> <p><u>KidsMatter Framework</u></p> <p>Implement component 2 that focuses on social skills.</p> <p><u>Attendance</u></p> <p>Continue the initiative 'It's cool to be a school!'</p>	<p><u>SRP Funded Personnel</u></p> <p>AP - Diane Morwood</p> <p>AP – Fiona Pratt</p> <p>LT – Allison King (Attendance)</p> <p>ES – Kaye Jones</p> <p>PLT Leaders – Robyn Trzeciak, Rebecca Lanagan, Dominique Roff, Margaret Dolan, Kyla Field, Fiona Brown & Anj Baird</p>	<p><u>Assistant Principal – Student Engagement:</u></p> <p>Diane Morwood</p> <p><u>Assistant Principal – Pathways and Transition:</u></p> <p>Fiona Pratt</p> <p><u>PLT Leaders:</u></p> <p>Robyn Trzeciak, Rebecca Lanagan, Dominique Roff, Margaret Dolan, Fiona Brown and Anj Baird.</p> <p><u>Health and Physical Education Teacher:</u></p> <p>Phil O'Reilly</p> <p><u>Leading Teacher – Attendance:</u></p> <p>Allison King</p> <p><u>ES Literacy Intervention:</u></p> <p>Jenny Byrne Rob Lynch</p>	<p>Student Voice Team, Healthy Eating Team, Kidsmatter Team and Attendance Team meet at least twice per term to develop the initiative with specific links to Goal #2: Speaking and Listening. Written update reports submitted to the Assistant Principal – Student Engagement at the end of each term. Regular features of each team's work included in Connections and Webpage.</p>	<p>Increase the Attitude to School's survey response in relation to student distress and student morale moving towards the 75th percentile.</p> <p>Fortnightly forums conducted with the student voice executive, with the school captains running the meeting with staff as coaches.</p> <p>Increased community participation in school activities and events.</p> <p>Decreased negative behaviour in classrooms and in the school yard.</p> <p>Parent involvement in classrooms .</p> <p>ES Literacy Intervention personnel employed to work with students to create healthy foods from the school vegetable garden.</p> <p><u>Performance and Development Culture</u></p> <p>Social skills sessions evident in teacher work programs and planning.</p> <p>Community participation in the classrooms evident through planning documents.</p>
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<p><u>PATHWAYS & TRANSITION</u></p> <p>To improve student transitions into, through and beyond the school.</p> <p>Goal 4</p> <p>Further develop a sense of community where staff, parents and stakeholders are committed to working collaboratively to facilitate improvement in student transition and learning outcomes.</p>	<p><u>Playgroup</u></p> <p>Continue to build a school playgroup – Ready... Set... Go! River Gum.</p> <p><u>Student Learning Data</u></p> <p>Teachers develop an understanding of the AEDI and its implications for school practice.</p> <p>Begin electronic collection of student data and work samples and transfer to teachers at the beginning of the school year.</p> <p>Teachers develop an understanding of student learning, social and emotional needs of each student prior to commencing the school year.</p> <p><u>Whole School Transition</u></p> <p>Review and refine the “Step into Prep” programme.</p> <p>Create opportunities for “Student Voice” in the development of future transition initiatives.</p> <p>Continue the Start Up programme for the commencement of the school year where school values, routines and expectations regarding behaviour, dress standards etc are addressed in full.</p> <p><u>Community Liaison</u></p> <p>Continue to expand the community liaison group to engage with the local community to showcase the achievements of River Gum Primary School and plan community events.</p>	<p><u>SRP Funded Personnel</u></p> <p>AP – Fiona Pratt</p> <p>LT – Allison King (Graduation)</p>	<p><u>Assistant Principal – Pathways and Transition:</u></p> <p>Fiona Pratt</p> <p><u>Whole school transition Leader:</u></p> <p>Kyla Field</p> <p><u>PLT Leaders:</u></p> <p>Robyn Trzeciak, Fiona Brown and Anj Baird.</p> <p><u>Kinder/Prep Transition Team:</u></p> <p>Robyn Trzeciak, Khalia Barker and Karlyn Ferreira.</p> <p><u>Leading Teacher - Year 6 Graduation:</u></p> <p>Allison King</p> <p><u>Community Liaison</u></p> <p>Alexandra King Amanda McLean Rebecca Lanagan Khalia Barker Kyla Field Wanda Buwalda</p>	<p>Kinder/Prep Transition Team to meet twice per term with the Hampton Park network.</p> <p>Transition Team meet at least twice per term to develop the initiative with specific links to Goal #1 Number and Goal #2: Speaking and Listening. Written update reports submitted to the Assistant Principal – Student Engagement at the end of each term. Regular features of each team’s work included in Connections and Webpage.</p> <p>Leading the Transition and Pathways committee in the Casey Central Network.</p> <p>Continued links with Chisholm Early Childhood.</p>	<p>Parent Opinion survey outcomes moving towards the 50th percentile in the category of Transition.</p> <p>Increased participation and continued partnership with Chisholm Early Childhood in regular playgroup sessions.</p> <p>Staff forums used for staff to meet with each other regarding the needs of their students for the following year.</p> <p>Parent forums held during prep transition for parents to have an understanding of their role in their child starting school.</p> <p>Student voice attends and contributes to whole school transition meetings.</p> <p><u>Performance and Development Culture</u></p> <p>Students with siblings under 5 are encouraged to attend Playgroup by classroom teachers through communication with parents.</p> <p>Encouraging parents to attend community liaison and information sessions via a personal approach and documented in teacher diaries.</p>
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