

Annual Implementation Plan 2011

Macarthur Primary School

1571

Based on Strategic Plan developed for 2010-2013

[Insert here the logo and/or name of the school review contractor responsible for this review]

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.	✓
		Lynn Lyles 31/03/11
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	✓
		Jane Maine

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve learning outcomes for all students in the English and Mathematics domains.	<ul style="list-style-type: none"> 100% of students to achieve at or above the expected VELS standards (grading C,B or A) in English and Mathematics by 2013 50% of students to achieve at least one year above the expected VELS standards (grading B or A) in English and Mathematics by 2013 100% of students at years 3 and 5 to achieve at the expected band (band 3 and 5) in reading and number in the NAPLAN by 2013. 50% of students at years 3 and 5 to achieve at least one band above their expected band (band 4 and 6) in reading and number in the NAPLAN by 2013. 	<ul style="list-style-type: none"> 90% of students to achieve at or above the expected VELS standards (grading C,B or A) in English and Mathematics 50% of students to achieve at least one year above the expected VELS standards (grading B or A) in English and 40% in Mathematics 80% of students at years 3 and 5 to achieve at the expected band (band 3 and 5) in reading and number in the NAPLAN 50% of students at years 3 and 5 to achieve at least one band above their expected band (band 4 and 6) in reading and number in the NAPLAN
Student Engagement and Wellbeing	To improve student engagement and wellbeing with a focus on resilience, connectedness and the building of positive relationships.	<ul style="list-style-type: none"> Student satisfaction as measured by the attitudes to school survey variables of classroom behaviour and student safety to be at or above the school mean score of 3.28(classroom behaviour) and 4.48(student safety) by 2013. Student satisfaction as measured by the variables of connectedness to school and connectedness to peers and learning confidence in the attitudes to school survey to be at or above the school mean score of 4.61 (school connectedness) and 4.19 (connectedness to peers) by 2013. 	<ul style="list-style-type: none"> Student satisfaction as measured by the attitudes to school survey variables of classroom behaviour and student safety to be at or above the 2010 school mean score of 3.39(classroom behaviour) and 4.3(student safety) by 2011. Student satisfaction as measured by the variables of connectedness to school and connectedness to peers and learning confidence in the attitudes to school survey to be at or above the 2010 school mean score of 4.51 (school connectedness), 4.58 (connectedness to peers), by 2011. Student safety to be increase from 4.3 to 4.4.
Student Pathways and Transitions	To improve transition processes and learning pathways for all students in order to realise their full academic and social potential.	<ul style="list-style-type: none"> Parent satisfaction as measured by the transition variable of the parent opinion survey to be at or beyond the 5.64 score between 2010 and 2013. School based measure – to obtain feedback from preschools and secondary colleges. 	<ul style="list-style-type: none"> Parent satisfaction as measured by the transition variable of the parent opinion survey to be at or beyond the score of 5.6 in 2011. School based measure – to obtain feedback from preschools and secondary colleges.

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>Improve teacher classroom capacity through the development of a whole school approach to teaching, learning and assessment that:</p> <ul style="list-style-type: none"> • makes learning explicit for each student, and is focused on high expectations for student outcomes. 	<ul style="list-style-type: none"> ▪ Develop and implement a whole school scope and sequence curriculum plan for maths (number, measurement, space, chance and data) and English(writing and Speaking and Listening) ▪ PLTs spend time each term on moderation and planning across school in Maths and English. based on VELs progression points ▪ Professional Learning Teams extend the Data Literacy knowledge to Writing and Speaking & Listening (English); and, Measurement, Space, Chance & Data (mathematics). ▪ Implement digital portfolios for students to integrate student individual learning goals, self reflection and reporting to parents. ▪ Teachers create and share quality Collaborative Learning and Community Spaces that utilise a wide range of applications (wikis, blogs etc) to be used for student collaboration. 	<p>Budget allocation for classroom furnishings and maths resources (using Michael Ymer's classroom resource guide)</p> <p>Allocate initial planning time to develop whole school curriculum plans.</p> <p>Timetable adjusted to support 2 hours literacy and 1 hour numeracy daily.</p> <p>Alternate PLTs to spend time on Maths and English</p> <p>PLTs to spend time on Maths and English data analysis provided through:- SPA and Grade Xpert database systems.</p> <p>Ultrahet Implementation. Students set personal goals on Ultrahet.</p> <p>Parent access to ultrahet.</p> <p>Teachers Performance Plans to include use of Ultrahet to support student learning.</p> <p>Time allocated to PLTs for teacher sharing of ultrahet</p>	<p>All staff</p> <p>Principal</p> <p>Maths Coordinator/ Staff Team</p> <p>English Coordinator/ Staff Team</p> <p>Principal / School Improvement Partner.</p> <p>Ultrahet Lead User</p> <p>All staff</p> <p>Principal</p> <p>Ultrahet Lead User</p>	<p>Term 1: Week One</p> <p>Term 1: Week One</p> <p>Ongoing Terms 1 – 4.</p> <p>Ongoing Terms 1 – 4.</p> <p>Begin Term 1. Ongoing throughout year.</p> <p>Begin Term 1. Ongoing throughout year.</p>	<ul style="list-style-type: none"> ▪ Classroom programs in maths (measurement, space, chance and data) and English (writing and Speaking and Listening) developed in line with whole school scope and sequence plan ▪ Teacher judgements show increased consistency when comparing VELs levels and assessment data ▪ Evidence of explicit teaching in Writing and Speaking & Listening (English); and, Measurement, Space, Chance & Data (mathematics). ▪ Three way student/parent/teacher interviews are incorporated into reporting to parents for all students. ▪ Staff Community Spaces set up and accessed regularly by staff ▪ Parent and School Council Community Spaces set up and accessed by parents and School Council ▪ Teachers using Ultrahet to set up learning tasks and collaborative learning spaces for students.

	<ul style="list-style-type: none"> Use e⁵ framework in all unit and class preparation <p><u>Instructional Rounds/ Classroom Visits</u></p> <p>Cluster Based Instructional Rounds</p> <p>Network based Instructional Rounds</p> <p>School Based Classroom Visits</p> <p>Reading Recovery Program</p>	<p>implementation.</p> <p>Staff utilise E5 booklet for personal learning and self reflection during PLTs</p> <p>School staff to agree on and clarify “ Problem of Practice”</p> <p>Budget for principal release</p> <p>Timetable developed to support classroom visits</p> <p>Staffing of Reading Recovery Role 0.5 time fraction</p>	<p>Principal</p> <p>Principal with support of RNL and SIP.</p> <p>Principal</p> <p>Reading Recovery Teacher</p>	<p>Begin Term 1. Ongoing throughout year.</p> <p>Begin Term 1.</p> <p>Ongoing throughout year.</p> <p>Begin Term 1</p>	<ul style="list-style-type: none"> All classrooms using e⁵ model in classroom practice. Increased professional dialogue between staff on classroom practice. Increase in staff self reflection Acceleration of grade 1 students at risk in reading.
<p>Develop and embed a whole school wellbeing approach that:</p> <ul style="list-style-type: none"> promotes engagement in learning connectedness to school and peers <p>creates ‘real’ links to the community</p>	<ul style="list-style-type: none"> Staff learning continues both in school and out of school in Restorative Practices Implement whole school resilience and positive relationships program Increased opportunities for student voice within school and the community. ICT used to broaden student connections to peer groups beyond school. 	<p>Learning to Learn program at start of term 1</p> <p>Revisit Bully Buster strategies</p> <p>Introduction of weekly “Circle Time”</p> <p>Introduction of Social Skills Through Games Program</p> <p>Student Leadership roles</p> <p>Ultranet implementation</p>	<p>All staff</p> <p>Principal supported by Jane Langley</p> <p>Social Skills Through Games Program teacher</p> <p>JSC Coordinator</p> <p>Junior Red Cross Coordinator</p> <p>Ultranet Lead User</p>	<p>Term 1</p> <p>Timetabled weekly all year for all grades</p> <p>Weekly</p>	<ul style="list-style-type: none"> Restorative Practices used routinely across school. Students show increased evidence of developing personal resilience. Classroom conferences are a regular component of each classroom Positive trend in Connectedness to Peers score in ATSS

<p>Refine, plan and implement transition processes into, between and beyond the school, that are comprehensive of student learning and social needs.</p>	<ul style="list-style-type: none"> ▪ Develop professional learning links between school and pre- school staff ▪ Enhance the provision of information for parents to support their children at home through transition processes. ▪ Strengthen the tracking of individual student progress throughout school through the development of between class transition documentation 	<p>Staff attend Warrnambool Early Years Network</p> <p>Develop Parent Support Strategy through consultation with MPA (Macarthur Parent association)</p> <p>Parent information session on Ultranet/ Parents login to Ultranet</p> <p>Staff Meetings dedicated to transition.</p> <p>Discussion of and development of ILPs.</p>	<p>Prep/One teacher</p> <p>Principal</p> <p>Ultranet Lead User</p> <p>Principal</p> <p>All staff</p>	<p>Each term</p> <p>Term 2</p> <p>Term 1 and Term 4</p>	<ul style="list-style-type: none"> ▪ Attendance of Warrnambool Early Years Network each term (kindergarten & prep teachers) ▪ Implement recommendations from Parent Support Strategy. ▪ Ultranet used regularly by parent community to access school information. ▪ Staff meetings dedicated to discussion of student ILIPs as part of school based transition.